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ABSTRACT

This document comprises testimony presented at a hearing on Hispanic children and their families. Nine witnesses included educators, social scientists, community leaders, and elected officials from Hispanic communities. The following testimony was presented: (1) reports citing the growing Hispanic dropout rate and declining economic progress obscure the accomplishments of Hispanic Americans by including the large number of recent immigrants with the Hispanics who have lived in the United States for some time; (2) community-based programs, such as the Academia del Pueblo program (Kansas City, Missouri), represent the most effective means to meet early educational needs; (3) the Bexar County Women's Center (San Antonio, Texas), whose clients are 56 percent Hispanic, offers counseling, employment, and educational programs to help women and their families become economically and emotionally secure; (4) economic policies are needed to counteract the combined influence of the rapid Hispanic growth rate and the precipitous decline in their socioeconomic status; (5) changes in school policies and practices, formulated with the involvement of the Hispanic community, are needed to halt the dropout rate; (6) high priority should be given to policies that preserve and reinforce the strengths of Hispanic families; (7) cities need to develop better employment and training programs to assist low-income Puerto Rican families; (8) Avance Family Support and Education Progams (San Antonio, Texas) provides services to help parents improve their children's lives; and (9) successful Hispanic Americans can inspire and support Hispanic youth to graduate from high school and obtain a college education. A chart illustrating a family intervention model and statistical data on one table and 18 graphs are included. (FMW)

2/6/90 UD

HISPANIC CHILDREN AND THEIR FAMILIES: A KEY TO OUR NATION'S FUTURE/LOS NINOS LATINOS Y SUS FAMILIAS: LA LLAVE AL FUTURO DE NUESTRO PAIS

ED322264

HEARING

BEFORE THE

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, SEPTEMBER 25, 1989

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HISPANIC CHILDREN AND THEIR FAMILIES: A KEY TO OUR NATION'S FUTURE/LOS NINOS LATINOS Y SUS FAMILIAS: LA LLAVE AL FUTURO DE NUESTRO PAIS

MONDAY, SEPTEMBER 25, 1989

U.S. HOUSE OF REPRESENTATIVES,
SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES,
Washington, DC.

The select committee met, pursuant to call, at 10:00 a.m. in room 334 Cannon House Office Building, Hon. George Miller (chairman of the committee) presiding.

Members present: Representatives Miller, Bliley, Robinson, Packard, Smith of Vermont, Sarpalius, Skaggs, and Boggs.

Staff present: Ann Rosewater, staff director; Howard Pinderhughes, professional staff; Elizabeth Romero, secretary; Dennis G. Smith, minority staff director; Carol M. Statuto, minority deputy staff director; Cathy Caridi, staff; and Joan Godley, committee clerk.

Chairman MILLER. The Select Committee on Children, Youth, and Families will come to order. The purpose of this morning's hearing is to conduct a hearing on Hispanic children and their families, a key to our nation's future. I am pleased to convene this hearing on the conditions of Hispanic families and children during the Hispanic Heritage Month.

This month is a time to celebrate the history, culture, and achievements of Hispanic Americans. It is also an opportunity to ponder the future of our nation's young Hispanic children and the families of these children.

Hispanic children are the fastest growing single population group in the country and will be an increasingly important segment of the nation's work force in the 21st century. If current trends continue, Hispanics will become the largest minority group by 2020.

This hearing continues our committee's examination of minority children, youth, and families. I would like to thank the Congressional Hispanic Caucus for its support in the planning of this hearing.

Our witnesses today include educators, social scientists, community leaders and elected officials who come from various Hispanic communities. We will hear about the factors which have created the conditions for Hispanic children and families and the implica-

tions of these trends for the future of our Hispanic population and the nation.

We will hear about promising programs which assist Hispanic children and families to cope with difficult conditions. We welcome our witnesses to the committee, and look forward to their testimony.

I would ask unanimous consent that the rest of my statement be placed in the record in its entirety. If there is no objection, I would recognize Mr. Bliley.

[Opening statement of Hon. George Miller follows:]

OPENING STATEMENT OF HON. GEORGE MILLER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA AND CHAIRMAN, SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES, SEPTEMBER 25, 1989

I am pleased to convene this hearing on the conditions of Hispanic families and children during Hispanic Heritage Month. This month is a time to celebrate the history, culture, and achievements of Hispanic Americans. It is also an opportunity to ponder the future of our nation's young Hispanic children.

Hispanic children are the fastest growing single population group in the country and will be an increasingly important segment of the nation's workforce in the 21st century. If current trends continue, Hispanics will become the largest minority group by 2020.

Hispanic children already make up 33% of the child population in Texas, 30% in California, 16% in New York and 10% in Florida.

For some, the future is bright, full of hope and opportunity. But for many Hispanic children, their future is clouded by conditions of poverty, inadequate education and poor health care. In 1988, 2 out of 5 Hispanic children are poor. Of those Hispanic children in female headed households, 70% are living in poverty.

Secretary of Education Lauro Cavazos was correct last week when he called the 35% dropout rate among Hispanic students "a national tragedy." His own report reveals an even more startling fact: one-third of those who dropped out of school had completed no more than six years of education.

These conditions endanger these children's chances of filling important jobs which are essential for the economic growth and prosperity of this nation.

Without deliberate intervention and careful change in public and private sector policy, Hispanic children will fail to acquire the skills necessary to perform jobs in the future economy, raising the specter of a burgeoning Hispanic underclass. These trends run contrary to our nation's basic values of inclusion and social justice as well as undermining the economic viability of the nation.

While immigration reforms have received much attention, we know little about the chances of Hispanic children to succeed in the mainstream of society. The conditions of Hispanic children and their families represent a quiet crisis in the making. We need to focus more attention on this important segment of our population.

This hearing continues our Committee's examination of minority children, youth, and families. I would like to thank the Congressional Hispanic Caucus for its support in the planning of this hearing.

Our witnesses today include educators, social scientists, community leaders and elected officials who come from various Hispanic communities. We will hear about the factors which have created the conditions for Hispanic children and families and the implications of these trends for the future of our Hispanic population and the nation. We will hear about promising programs which assist Hispanic children and families to cope with difficult conditions. We welcome them to the Committee, and look forward to their testimony. Bienvenido.

HISPANIC CHILDREN AND THEIR FAMILIES: A KEY TO OUR NATION'S FUTURE/ LOS NINOS LATINOS Y SUS FAMILIAS: LA LLAVE AL FUTURO DE NUESTRO PAIS

A FACT SHEET

HISPANIC POPULATION GROWTH CONTINUES TO CLIMB

- There are 19.4 million Hispanics in the mainland U.S. and about 3.5 million more in Puerto Rico, 8.1% of the U.S. population. (Bureau of the Census [Census], 1989)

- At present population growth rates, Hispanics will become the largest minority by 2020. Between 1980 and 1988, the Hispanic population grew almost five times faster than the non-Hispanic population -- 34% compared with 7%. (Census, 1989)

- The Hispanic population includes a range of nationality groups: 62% are Mexican American; 13%, Puerto Rican; 12%, Central and South American; 5%, Cuban, and 8%; other. (Census, 1988)

HISPANIC CHILDREN COMPRISE INCREASING PROPORTION OF AMERICA'S CHILDREN

- The number of Hispanic children is growing faster than any other population group in the U.S. From 1985 to 2000 there will be: 2.4 million more Hispanic children; 1.7 million more Black children; 483,000 more children of other races; and 66,000 more White, non-Hispanic children. (Census, 1988)

- In March 1988, one-half of the Hispanic population was under the age of 25. Among non-Hispanics the median age is nearly 33. (Census, 1988)

- In 1986, Hispanic children comprised 32.9% of the child population age 0-17 in Texas, 29.3% in California, 16.2% in New York, 9.6% in Florida and 9.2% in Illinois. (Child Trends, Inc., 1988)

ECONOMIC SECURITY FOR HISPANIC FAMILIES CONTINUES ITS DECLINE

- The median income of Hispanic families under the poverty level fell 10% from $7,238 in 1978 to $6,557 in 1987, after adjusting for inflation. (Center for Budget and Policy Priorities [CBPP], 1988)

- From 1982 to 1987, the income gap between Hispanic and non-Hispanic families increased -- the median family income of Hispanic families fell from 68% to 64% of non-Hispanic family income. (Census, 1988)

- The median earnings of Hispanics working full-time declined by eight percent from $321 a week in 1979 to $296 a week in 1987, after adjusting for inflation. (CBPP, 1988)

HISPANIC CHILDREN AND FAMILIES AT GREATER RISK OF POVERTY

- In 1988, 2 out of 5 Hispanic children were living in poverty. From 1978 to 1987, the proportion of Hispanic children living in poverty rose more than 45%. (CBPP, 1988)

- In 1987, Hispanic families were about 2-1/2 times more likely than non-Hispanic families to be living in poverty. The poverty rate was 37.9% for Puerto Rican families, 28.3% for Mexican American families, 18.9% for Central and South American families and 13.8% for Cuban families. (Census, 1988)

- The poverty rate for Hispanic married-couple families grew by more than 50% from 1978 to 1987 from 11.9 % to 18.1%. (CBPP, 1988)

- In 1987, 70.1% of Hispanic female headed households with children were living in poverty. (CBPP, 1988)

- Almost one-third of Hispanic families with one worker are poor, as are 10% of those with two workers. Hispanics comprise 7% of U.S. families with employed heads of households, but 17% of poor families with employed heads of households. (National Council of La Raza, 1989)

HISPANIC CHILDREN IMPEDED BY LIMITED EDUCATION

- The Hispanic dropout rate increased to 35.7% in 1988 from 28.6% in 1987. Nearly one-third of Hispanic dropouts have completed no more than six years of school. (National Center for Education Statistics, 1989)

- Nearly 30% of Hispanic children in grades one through four are enrolled below grade level. (Census, 1988)

- In 1988, only 51% of Hispanics 25 years old and over had completed four years or more of high school, compared to 78% of non-Hispanics. (Census, 1988)

- In 1986, only 28.7% of 3 and 4 year-old Hispanic children were enrolled in pre-school programs of any kind compared to 39% of whites and 43% of blacks. (Census, 1988)

HISPANIC FAMILIES FACE LIMITED ACCESS TO HEALTH CARE

- In 1986, 21.7% of Hispanics lacked any type of public or private health insurance, compared with 10.1% of blacks and 7.7% of whites. (Robert Woods Johnson Foundation, 1989)

- In 1987, 13% of Hispanic mothers had late or no prenatal care compared to 12% of non-Hispanic black mothers and 4% of non-Hispanic white mothers. (National Center for Health Statistics, 1989)

- While Hispanics constitute 8% of the U.S. population, as of February 1989 they accounted for 15% of all AIDS cases. Of children aged 0-12 with AIDS, 23% were Hispanic. (Centers for Disease Control, 1989)

(9/25/89)

Mr. BILLEY. Thank you, Mr. Chairman.

First of all, I would like to welcome to our committee today the gentleman from Arkansas, Mr. Robinson. Welcome aboard.

Mr. Chairman, before we face this future, let us reflect a moment on a couple of significant events in the history of America which occurred during the month of September.

First, on today's date in 1513, Balboa discovered the Pacific Ocean, opening the door to new exploration and settlement. On September 28, 1542 Juan Rodriguez Cabrillo claimed the "Isle of California" in the name of Charles the Fifth, the King of Spain and Holy Roman Emperor. It is also appropriate to note that Mexico celebrated more than 175 years of freedom on its Independence Day on September 16.

My point is to remind us that the American experience is a continental one and one which has been shared by people of different cultures for nearly 500 years. And it is the intermingling of these differences which makes our nation so rich.

Our nation was not founded to create a monolithic culture. Quite the contrary. It was founded as a nation where people could celebrate their differences in religion, customs and politics. Our nation is an alloy, made up of different elements, bound together for strength.

Today, we help celebrate one of the parts which makes us whole, Hispanic Americans. Hispanics are one of the fastest growing ethnic groups in the United States, as you have pointed out, Mr. Chairman. Projections estimate that in 50 years, as you also pointed out, Hispanics will be the largest single ethnic group in the country. Clearly, the well-being of Hispanic children, youth and families is important not only for its own members but for the future of our country as well.

Recent statistics indicate that Hispanics as a whole are a population at risk. However, when we take a closer look at the data, a different picture emerges. Hispanics are an ethnic group comprised of several different subgroups whose origins are Mexican, Puerto Rican, Cuban and Central and South American. Inter-ethnic differences abound.

Along with other dissimilarities, Hispanic subgroups differ in educational attainment. In 1988, the proportion of young adults who had completed four years of high school or more was lowest for Mexicans (54.4 percent), intermediate for Puerto Ricans, who tend to be concentrated in lower status, and lesser skilled occupations.

Cubans are well represented in executive, managerial and professional occupations consistent with the rewards of a higher level of educational attainment.

Interesting differences emerge when we look at Hispanic unemployment rates. Cubans as well as Central and South Americans fare better than the non-Hispanic population, while Mexicans, Puerto Ricans and other Hispanics fared considerably worse.

Given the unemployment figures it should come as no surprise that Puerto Ricans had the lowest family median income while Cubans had the highest, or that poverty was greatest among Puerto Ricans and least among Cuban families. These differences are revealing if only for their consistency.

It is in understanding the weaknesses as well as the strengths of the different Hispanic sub-groups that we will learn how to best fashion public policy. Let me also hasten to add that it would be a fatal illusion to believe that these statistics, as disturbing as they are, locks any group into a future of unbroken poverty. The promise of America is that we can change our future.

I am delighted that Linda Chavez is here to lead us in this examination of inter-ethnic differences. I believe her arguments concerning differences related to individual nativity and length of time in the U.S. will help us in this analysis.

I also look forward to the testimony of Supervisor Vasquez who will tell us some success stories of Hispanic communities engaged in self-help efforts.

Mr. Chairman, I ask unanimous consent to revise and extend.

OPENING STATEMENT OF HON. THOMAS J. BLILEY, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF VIRGINIA AND RANKING MINORITY MEMBER

Before we face the future, let us reflect a moment on a couple of significant events in the history of the Americas which occurred during the month of September. First, on today's date in 1513, Balboa discovered the Pacific Ocean, opening the door to new exploration and settlement. On September 28, 1542 Juan Rodriguez Cabrillo claimed the "Isle of California" in the name of Charles the Fifth, the King of Spain and Holy Roman Emperor. It is also appropriate to note that Mexico celebrated more than one hundred and seventy-five years of freedom on its Independence Day on September 16.

My point is to remind us that the American experience is a continental one and one which has been shared by people of different cultures for nearly 500 years. And it is the intermingling of these differences which makes our nation so rich. Our nation was not founded to create a monolithic culture. Quite the contrary. It was founded as a nation where people could celebrate their differences in religion, customs, and politics. Our nation is an alloy, made up of different elements, bound together for strength.

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Recent statistics indicate that Hispanics as a whole are a population at risk. However, when we take a closer look at the data, a different picture emerges. Hispanics are an ethnic group comprised of several different subgroups whose origins are Mexican, Puerto Rican, Cuban, and Central and South American. Inter-ethnic differences abound.

Along with other dissimilarities, Hispanic subgroups differ in educational attainment. In 1988, the proportion of young adults who had completed four years of high school or more was lowest for Mexicans (54.4%), intermediate for Puerto Ricans (67.3%) and Central and South Americans (68.8%), and highest for Cubans (83.3%). Consistent with levels of educational attainment, Mexicans and Puerto Ricans tend to be concentrated in lower status, and lesser skilled occupations. Cubans are well represented in executive, managerial and professional occupations consistent with the rewards of a higher level of educational attainment.

Interesting differences emerge when we look at Hispanic unemployment rates. Cubans as well as Central and South Americans fare better than the non-Hispanic population, while Mexicans, Puerto Ricans and other Hispanics fared considerably worse. Given the unemployment figures it should come as no surprise that Puerto Ricans had the lowest family median income while Cubans had the highest, or that poverty was greatest among Puerto Ricans and least among Cuban families. These differences are revealing if only for their consistency.

It is in understanding the weaknesses as well as the strengths of the different Hispanic sub-groups that we will learn how to best fashion public policy. Let me also hasten to add that it would be a fatal illusion to believe that these statistics, as disturbing as they are, locks any group into a future of unbroken poverty. The promise of America is that we can change our future.

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I also look forward to the testimony of Supervisor Vasquez who will tell us some success stories of Hispanic communities engaged in self-help efforts. I believe his testimony will show the strengths that exist in the Hispanic community and give us all reason to expect that more positive changes in the Hispanic community will come about in the future.

There is much to be optimistic about. Let us work together to make the last decade of the 20th century the "Age of Fulfillment," where the promises of equal opportunity will be realized.

U.S. House of Representatives
SELECT COMMITTEE ON
CHILDREN, YOUTH, AND FAMILIES
WASHINGTON, DC 20515

HISPANIC CHILDREN AND THEIR FAMILIES: A KEY TO THE NATION'S FUTURE

Minority Fact Sheet
September 25, 1989

CONTENTS:

The Hispanic Population
Geographic Distributions
Age Structure
Fertility
Health
Children
Family Structure
Education
Employment and Income
Poverty

Prepared by Cathy Caridi & Elizabeth Crnkovich

Hispanics comprise the second largest ethnic minority group in the United States today. Yet the terms 'Hispanic' and 'Latino' actually refer to a very heterogeneous group whose origins are Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish cultures. Hispanics are racially and ethnically diverse: they are white, black, Indian, or any combination of these.

U.S. Hispanic Population in the 1980's

1988 Hispanic Population

All Hispanics	19.4 million	(100%)
Mexicans	12.1 million	(62%)
Puerto Ricans	2.5 million	(13%)
Central/South Americans	2.2 million	(11%)
Cubans	1.1 million	(6%)
other Hispanics	1.6 million	(8%)

Source: Census Bureau, Current Population Survey

Hispanics currently make up 8.1% of the U.S. population. The Hispanic population in the year 2000 is projected to be 25,223,000. [U.S. Census Bureau, Current Population Reports, series P-25, and other sources.]

U.S. Hispanics are a rapidly growing population. Their number increased from 14.5 million in 1980 to 19.4 million in 1988, a 33.8% gain. During the same period non-Hispanic population increased at a much slower rate, 6.6% (from 208.0 million to 221.7 million). [Jennifer Williams, CRS Review, "U.S. Hispanics: A Demographic Profile," August 1989.]

About half of the population growth of the Hispanic population resulted from net migration and half from natural increase (the number of births minus the number of deaths.) [Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431.]

Hispanics make up a major portion of all immigrants. Hispanics now account for about 30% of the annual total of about 600,000 legal immigrants. An untold number of additional Hispanics have settled illegally in the United States. About 2 1/4 million Hispanics obtained legal status under the two major amnesty provisions of the 1986 Immigration Reform and Control Act. [Barry R. Chiswick, "Hispanic Men: Divergent Paths in the U.S. Labor Market," Monthly Labor Review, Nov. 1988.

Geographic Distribution

Hispanics are concentrated in certain geographic areas. Slightly more than half of all Hispanics (51.5%) are located in just two states, California and Texas. These same states contain almost three-quarters of the Mexican population (73.3%). ["Selected Demographic Characteristics of the U.S. Hispanic Population and of Hispanic Subgroups," Post Office and Civil Service Committee Report, September 5, 1986, p. 6.]

Over half of the Cuban population lives in Florida (58.2%), while another third (32.3%) live in New Jersey, New York, California, Illinois, and Texas. [Ibid.]

Nearly half of Puerto Ricans (48.8%) live in New York, and another 12.1% are located in New Jersey. [Ibid.]

Age Structure

Hispanics as an aggregate are younger than the U.S. population. The median age of the U.S. population is 30.4 years, compared with 23.7 years for Hispanics. A quarter of the U.S. population, but a third of Hispanics, are under age 16. [Ibid.]

Among Hispanics, Mexicans and Puerto Ricans tend to be the youngest. Mexicans and Puerto Ricans, whose median age is about 22 years, are the youngest, while Cubans are the oldest Hispanic subgroup, with a median age of 38.1 years. Cubans also have the highest proportion (12.1%) over age 64. [Ibid., p. 9]

Fertility

Birthrates for Hispanic women are far higher than for the general population. The birthrate for Hispanic women was 95.4 in 1980. This compares to a 1980 birthrate for whites of 68.4, and a rate of 88.1 for blacks. [National Center for Health Statistics, S.J. Ventura, "Births of Hispanic Parentage, 1980," Monthly Vital Statistics Report, Vol. 32, No. 6, Supplement, Tables 5 and 6.]

Among Hispanic subgroups, Mexicans and Cubans were at opposite extremes of fertility. Mexicans had the highest birth and fertility rates (26.9 and 112.3, respectively), but the Cubans' birth rate of 10.9 and fertility rate of 47.2 were lower than the rates for non-Hispanics. ["Selected Demographic Characteristics of the U.S. Hispanic Population and of Hispanic Subgroups," Committee on Post Office and Civil Service Report, September 5, 1986, p. 11.]

The youthfulness of non-Cuban Hispanics results from high fertility. This in turn is due to large-scale legal and illegal immigration of non-Cuban Hispanics, including many adults, who are likely to have children; and a tendency for Mexicans and Puerto Ricans to have low educational and income levels, which

are associated with high fertility. ["Selected Demographic Characteristics of the U.S. Hispanic Population and of Hispanic Subgroups," Committee on Post Office and Civil Service Report, September 5, 1986, p. 10.]

Hispanic married couples tend to have more children than non-Hispanic couples. In 1987, Hispanic married couples had an average of 1.29 children under age 18, compared with .85 for non-Hispanic married couples. Mexican married couples averaged 1.57 children under age 18; Puerto Ricans, 1.30; and other Hispanics, .99. [Jennifer Williams, CRS Report, "U.S. Hispanics: A Demographic Profile," August 1989.]

Health

Although there is no national data for Hispanics, data from California and Texas suggests that their infant mortality rate in 1983 was below 12 per 1,000 live births, which is below the 1990 HHS objectives. Infant mortality for whites was 9.7 per 1,000 live births in 1983; for blacks, the figure was 19.2 per 1,000. [DHHS, The 1990 Health Objectives for the Nation: A Midcourse Review, November 1986, p. 36.]

Far fewer Hispanic mothers receive prenatal care in the first trimester than non-Hispanics. In 1984, 38.5% of Hispanic mothers received no prenatal care during the first trimester of pregnancy, compared to 37.8% of black mothers and 20.4% of whites. [DHHS, The 1990 Health Objectives for the Nation: A Midcourse Review, November 1986, p. 51.]

Hispanic Children

The number of Hispanic children in the United States is rising rapidly. In 1980, there were 5.3 million children under 18 of Hispanic origin in the United States. By the year 2000, there will be a projected 8.7 million, and by 2010, 9.7 million. [Census Bureau, Projections of the Hispanic Population: 1983 to 2080, Table 2, Series P-25, No. 952.]

In 1987, 27.7% of Hispanic children under age 18 in the U.S. were living with their mother only, compared to 16.1% of white children and 40.1% of black children. [Census Bureau, Current Population Reports, Series P-20, No. 423 and earlier reports.]

Family Structure

The composition of Hispanic families is changing. The proportion of families maintained by married couples decreased between 1982 and 1988, from 74% to 70%, while the proportion of families maintained by men and women with no spouse present increased, from 26% to 30%. A similar pattern was evident for non-Hispanic families. [Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431.]

Hispanic single-parent families are more likely to live in poverty. In 1986, 51.2% of all Hispanic families living below the poverty level were headed by single females. (The Hispanic Policy Development Project, Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies, 1988, p. 10.)

The number of Hispanic children living in single-parent families is increasing. In 1980, 21.3% of all Hispanic children lived in a single-parent family; in 1985, it had risen 5 percentage points to 26.3%. (Census Bureau, CPR, Series P-20, Household and Family Characteristics.)

Education

The percentage of Hispanics who have completed 4 years of high school or more has increased since 1970. In 1970, only 32.1% of Hispanics had completed 4 years of high school or more. In 1987, the figure was 50.9%. The percentage in 1987 was highest for Cubans (61.6%), while it was 44.8% for Mexicans, 53.8% for Puerto Ricans, and 61.5% for Central American, South American, and other Hispanics. (Census Bureau, Census of Population: 1970, Vols. I and II, 1980 Census of Population, Vol. I, Chapter C, Current Population Reports, Series P-20, No. 416; and unpublished data.)

Despite this increase, the percentage of Hispanics completing 4 years of high school is lower than for both whites and blacks. In 1987, 77.0% of whites and 63.4% of blacks had completed 4 years of high school or more. (Ibid.)

Hispanic students account for a disproportionate share of high school dropouts. Nationally, Hispanics accounted for 28% of the high school dropouts in 1988. Mexicans and Puerto Ricans are doing especially poorly: 45% of Mexican and Puerto Rican students who enter high school never finish, compared to 17% of Anglo students. (National Center for Education Statistics Analysis Report, Dropout Rates in the United States: 1988; and The Hispanic Policy Development Project, Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies, 1988, p. 9.)

In 1989, Congress appropriated over $150 million on bilingual education programs, support services, and teacher training for elementary and secondary schools. (Dept. of Education, Justification of Appropriation Estimates for the Committee on Appropriations, Fiscal Year 1990, 1989.)

Relatively few Hispanics enter college. In 1986, 4.9% of college and university enrollees were Hispanic. In 1988, 10% of Hispanics had completed four or more years of college, compared to 21% of non-Hispanics. (The Hispanic Policy Development Project, Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies, 1988; and Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431, August 1988.)

The educational attainment of young Hispanic adults portends a more educated Hispanic population in the future. In 1988, the proportion of younger Hispanics who had completed at least four years of high school was 62% compared with 44% among older

Hispanics (35 years and older). (Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431, August 1988.)

The 1980 census data indicate that, on average, men born in Mexico have little formal education. Mexican-born men complete 7.5 years of schooling compared to the 11.6 years for white foreign-born men. Among those who migrated between 1975 and 1980, the average educational level is even lower, less than 7 years of schooling. This suggests that the relative skill level of Mexican migrants may be declining. (Barry R. Chiswick, "Hispanic Men: Divergent Paths in the U.S. Labor Market," Monthly Labor Review, Nov. 1988.)

Cuban-born men averaged roughly the same amount of schooling as white immigrants. Men born in Cuba complete 11.8 years of schooling in 1980, about the same as the average for all white immigrants. Cuban immigration has been determined primarily by political relations between the United States and Cuba, rather than by economic forces. (Ibid.)

Puerto-Rican migrants have a relatively low level of educational attainment. Their average level of schooling in the 1980 census was 9.9 years. (Ibid.)

Employment and Family Income

The unemployment rates in March 1988 for both Hispanics and non-Hispanics over 16 years old were the lowest they have been since March 1983, shortly after the last economic recession. Despite this improvement, the unemployment rate of Hispanics in March 1988 (8.5%) remained higher than that for non-Hispanics (5.8%). (Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431, August 1988.)

The median weekly earnings for workers of Hispanic origin are less than for both whites and blacks. In 1987, the median weekly earnings for Hispanics was $284, compared to $383 for white workers and $301 for blacks. (Ibid.)

Since 1982, Hispanic family income has risen more slowly than the income of non-Hispanic families. The real median family income of Hispanic families has risen by 6.9%, compared with a 12.3% increase for non-Hispanic families. (Census Bureau, The Hispanic Population in the United States: March 1988, Current Population Reports, Series P-20, No. 431, August 1988.)

Mexican immigrants demonstrate characteristics typical of economically motivated, low-skilled migration. Whether legal or illegal aliens, the Mexican migrants do experience increases in skill levels and earnings in the United States. However, despite these improvements, their starting point is so low that they often remain low-skilled, low-income workers relative to white immigrants. (Barry R. Chiswick, "Hispanic Men: Divergent Paths in the U.S. Labor Market," Monthly Labor Review, Nov. 1988.)

Poverty

The Hispanic poverty rate was about 2 1/2 times as high as that for non-Hispanic families. In 1987, 15.8% of all Hispanic families were living below the poverty level, compared to 8.2% of white families and 29.9% of black families. Poverty was greatest among Puerto Rican and least among Cuban families (37.9% versus 13.8%). The respective poverty rates for Mexican, Central and South American, and other Hispanic families were 25.5%, 18.9%, and 26.1%. (The Hispanic Population in the United States: March 1988; and Jennifer Williams, CRS Report, August 1989.)

The percentage of Hispanic children under age 18 who live below the poverty level has increased since 1973. In 1973, 27.8% of Hispanic children were below the poverty level; by 1987, the figure rose to 39.3%. (Census Bureau, Current Population Reports, Series P-60, No. 161 and earlier reports.)

Puerto-Rican children are especially at risk for poverty. In 1985, 59% of all Puerto Rican children lived below the poverty level, compared to 17% of Anglo children. (The Hispanic Policy Development Project, Closing the Gap for Hispanic Youth: Public/Private Strategies, 1988, p. 9.)

The median income of Hispanic families in 1987 was not quite two-thirds of the non-Hispanic family median. For Hispanics, the median income was $20,306, compared to $31,610. Puerto Ricans had the lowest family median ($15,185) while Cubans had the highest ($27,294). Between these poles were Mexicans ($19,968), Central and South Americans ($22,939), and other Hispanics ($21,196). (Jennifer Williams, CRS Report, "U.S. Hispanics: A Demographic Profile," August 1989.)

Hispanic per capita income fell below that of blacks in 1985. In 1985, per capita income was $6,613 for Hispanics, $6,840 for blacks, and $11,671 for non-Hispanics. (The Hispanic Policy Development Project, Closing the Gap for Hispanic Youth: Public/Private Strategies, 1988, p. 8.)

Chairman MILLER. Without objection, so ordered.

I would like to welcome, too, the newest member of our committee, Congressman Robinson, to the committee.

Mr. ROBINSON. I have no statement, Mr. Chairman.

Chairman. MILLER. Any statement?

Mr. SARPALIUS. No.

Mr. PACKARD. I think I will make mine during the second panel, if you would like.

Chairman MILLER. That is fine.

Mr. PACKARD. I would like to introduce Supervisor Vasquez, but it might be more appropriate during the second panel.

Chairman MILLER. We will go ahead and call our first panel this morning that will be made up of Dr. Raul Hinojosa, Visiting Scholar at the Institute of International Studies at the University of California; Gloria Rodriguez, the Executive Director of Avance Family Support and Education Programs, San Antonio, Texas; Linda Chavez, Senior Fellow of the Manhattan Institute for Policy Research; Julie Quiroz, the Senior Policy Analyst, National Council of La Raza, Washington, D.C.; and Dr. Raquel Ovryn Rivera, who is the staff associate for the Committee for Public Policy Research on Contemporary Hispanic Issues at the Social Science Research Council, New York.

If you will come forward to the witness table, all of your written statements and supporting documents will be placed in the record in their entirety. We look forward to your testimony. We welcome you and thank you for taking your time to prepare your remarks and to share your expertise with this committee.

You proceed in the manner in which you are most comfortable, and Dr. Hinojosa, we will start with you.

STATEMENT OF RAUL HINOJOSA-OJEDA, PH.D., VISITING SCHOLAR, INSTITUTE OF INTERNATIONAL STUDIES, UNIVERSITY OF CALIFORNIA, BERKELEY, CA

Mr. HINOJOSA. Thank you very much, Congressman.

It's a pleasure to be here today to report on a series of studies we have just completed entitled "Latinos in the Changing U.S. economy." This research project is the result of a collaboration between institutions such as Stanford University, University of California at Berkeley and Los Angeles, Texas, and City University of New York under the auspices of the Inter University Program for Latino Research.

An analysis of the current status of Latinos in the United States and projections of their growing importance into the next century presents some very disturbing issues that will demand immediate public policy attention.

Particularly serious is the combination of a very rapid rate of growth of the Latino population and at the same time a precipitous decline in their relative socio-economic status compared to the non-Latino population. Unless appropriate measures are taken, this combination will have important implications not only for the social fabric of the nation, but also for U.S. competitiveness and the general standard of living in the long run.

Latinos, as we have heard here, Latinos have been the fastest growing population in the United States, showing an increase of almost 35 percent, which represents almost five times the growth rate of the non-Latino population. The total number of Latino workers in the U.S. is growing even faster, their numbers having tripled over the last 30 years.

Both the Latino rate of growth population as well as the share of Latino employment is expected to accelerate before they stabilize after about the year 2015. This tremendous growth, however, is shared unevenly between the various subgroups that make up the mosaic of population of Latinos.

Despite their common origin in Latin America, the various subgroups are growing at different rates, and they are facing different prospects for socio-economic advancement. They are also concentrated in different parts of the country. Among the three major subgroups, Mexicans make up the largest with about 62 percent of the population of Latinos, 12 million or so.

They also have the highest rates of growth, increasing 93 percent between 1970 and 1980 and another 39 percent so far this decade. Meanwhile there are about 2.4 million Puerto Ricans, also up 65 percent since 1970, and about one million Cubans, up 75 percent since 1970.

The fastest growing, however, are Central Americans who along with South Americans compromise about 2½ million Latinos. Geographically, as many of you know, Mexicans are concentrated in the Southwest where 55 percent of all Latinos either live in California or Texas.

Puerto Ricans are concentrated in the Northeast, especially New York, with 11 percent of Latinos living in that state. Cubans are concentrated in Florida, where 7 percent of Latinos live. Illinois is well represented by all three groups.

It is important to note that the high growth rates of the Latino population is predominantly the product of high levels of domestic fertility rather than increasing immigration. In fact, the rate of native born to immigrants is raising. A very substantial majority of this population are U.S. citizens of long-standing, of second, third, and subsequent generations. Having the highest rate of fertility in the nation makes the Latinos a very young population, with the highest percentage of children and young people of any other group in the United States population, which makes them very appropriate for extensive study by this committee.

More than 38 percent are 18 years of age or younger, compared to 28 percent of the non-Latino population. Among this group the Mexicans are the youngest, with over 40 percent under the age of 19.

Accompanying these extraordinary rates of growth is very disturbing trends in the relative socio-economic position of Latinos. While it is well-known that the United States population in general has taken a great U turn in real wage earnings and in terms of inequality in this country since the mid 1970's, it is not as well-known that Latinos have experienced an even sharper U turn in both their real wages and also in their relative position to white males.

After having made significant progress in the sixties, both in real income terms and with respect to white male incomes, since the mid 1970's Latino workers have experienced the steepest fall in real income of any group in the population.

Real mean income among Mexicans and Puerto Rican males, for instance, has fallen about 15 percent since 1973, while only about 6 percent for the white males. Latino women's incomes, on the other hand, have increased as a part of the general increase in all female population, but the rate of Latino female income growth has fallen behind that of White female income.

As a result of these uneven trends in income growth, it is not surprising that we find growing inequality between the Latino and the White population. Latino male income as a percentage of white male income is down from a peak of 71 percent in the early seventies, to about 63 percent.

The median income is two-thirds that have non-Hispanics, also down considerably from that of the mid 1970's. Sixty percent of Latino families are earning an income of less than $25,000 a year compared to 38 percent of the non-Latinos.

The poverty rate for Latinos has also increased dramatically to about two and a half times that of non-Latinos. The Latino poverty rate has risen 25 percent in 1988, up to 25 percent in 1988. Latinos, particularly Mexicans, are overrepresented in the working poor. A great deal of this Latino poverty is actually people who are working and have jobs.

Among families with employed heads of households that work 50 weeks or more, Latinos, while only 6 percent of the total population, account for more than 20 percent of the working poor here.

What is behind this increasing inequality? As part of this research project we have just completed that I mentioned, we recently undertook and extensive three year study of the Latino falling real income and the increases in Latino/white inequality.

We first analyzed in detail the explanations that have traditionally been given for inequality, including differences in age, education, civil status, immigration, language proficiency and discrimination. We then looked at a series of new explanations which are focusing on the changes in the structure of the economy itself, particularly the dramatic decline of the manufacturing sector through plant closings, loss of export markets, trade competition and the rise of low productivity services.

Our findings indicate the following factors are most responsible for the new inequality between Latinos and whites. By the way, I brought a number of copies for all the members of the entire study.

First we find that there is an important persistence of discrimination that accounts for a large part of this continuing inequality. Making significant drops in the 1960s, this gap between what a Latino and a non-Latino is paid for the same work, given the same age and education, rose again in the 1970s as well as to some extent in the 1980s.

A second factor that has been important is a polarization in relative educational achievement. While important strides have been made in the attainment of middle educational levels, that is high school completed and some college, there is a growing divergence

between the white educational attainment in both the highest and the lowest educational levels.

Latinos are still dropping out of school at the highest rates of all subgroups of the population, and Latinos are also falling rapidly behind whites in completing college and enrollment in graduate schools, which are the current prerequisites for attaining a job where real wages are still increasing. For all other educational levels of attainment, real wages are falling. A very disturbing trend is this falling rates of returns to education, which has a great deal to do with raising inequality. While Latinos are making gradual progress in most educational levels, they are earning less and less for their investment relative to whites.

The final factor that we looked at is the polarization between high and low paying jobs, within the U.S. labor market. This polarization is by far the most rapidly emerging new cause of the growth in inequality and poverty. With the dramatic decline in manufacturing, job growth is now concentrated in the upper and lower income levels.

Latinos were just getting into that middle income level in the 1960s, following other immigrant groups, making successive gains through generations in both education and occupation, when this traditional avenue was abruptly wiped out for them.

Now people with high school and even some college who used to be able to find middle income jobs are now having to work in the low paying service jobs. Very few are being able to make it into the top higher skilled, higher paying jobs, the only ones, as I mentioned before, which are showing real wage increases.

The growing explanatory importance of the economic polarization factor raises some very important implications for policies historically aimed at dealing with this White/Latino inequality. Whereas traditionally it was believed that concentrating on reducing discrimination and improving education was a sufficient response which would allow access by minorities into an expanding labor market, now we are finding that close attention must also be paid to the type of labor market development we must see in this country if poverty and inequality are to be reduced.

In terms of the implications for the future, there is general agreement among scholars making projections about the U.S. economy and society that the next 20 or 30 years are going to bring dramatic changes. These changes are in fact already upon us today. From 1985 until the year 2000, which is only 11 years from now, it has been estimated that the net share of white male new entrants into the work force is going to drop from 47 percent to 15 percent.

This is a very dramatic transformation within the next decade. Eighty-five percent of the new entrants into the work force will be either women, minorities, or immigrants. Latinos are expected to be the fastest growing component of the new entrants into the work force, representing over 22 percent of this labor force growth.

The key issues finally I want to touch upon are what type of jobs are going to be created under various scenarios in the medium term? What types of jobs are Latino children now being prepared for, and finally what policies must be implemented to reduce the inequality and allow for Latino children to become integrated into a new main stream of economic advancement?

Well, in terms of the fastest growing jobs in the economy, what we see is there is a trend towards higher educational requirements. Of all the new jobs that will be created from now until the year 2,000, more than half will require some education beyond high school and almost a third will need to be filled by college graduates, as opposed to only about 22 percent today.

There is also expected to be a continuation in the self-reenforcing pattern of job growth in the low-skilled, the low productivity and the low-paid sectors which have dominated the service economy boom. While providing strong job growth, this dynamic is also producing these low paying jobs which foster inequality and hamper productivity growth in the long run.

This low-skilled job sector, in any case, is expected not to grow as fast as it has in the past. Projecting the current path of skill levels, therefore, on Latinos implies that Latinos will not be able to fill enough of the high-skilled jobs that will be required of them. They will therefore be forced to continue competing for the lower skilled job pool which will be decreasing in relative size.

This is especially expected to be the case for Latino males. Since the path of educational advancement among Latino women has been more promising. They may have a better chance of increasing their shares of higher paying jobs, but only if they continue advancing educationally. As you notice on this panel, this is an example of female educational advancement.

Without significant policy intervention, finally, we can expect the following trends to continue—there will be increased job and income polarization, shortages of higher skilled workers, and finally an abundance of semi and lower skilled workers competing for these lower paying jobs that will further hurt productivity growth.

I suggest the following broad goals of policy innovations must be followed. One is a renewed commitment to combatting discrimination, particularly in the private sector job market. Second is a major initiative on the closing of the educational gap for Latinos with particular emphasis on the reducing of high school dropout rate, but also the college recruitment and retention programs and a significant commitment to the Latino graduate education, and finally we must begin a reexamination of how a host of other policy areas, such as trade, investment, wage, industrial, and regional development policies are going to impact upon the creation of jobs and the type of living standards that they allow for.

Thank you.

CHAIRMAN MILLER. Thank you.

[Prepared statement of Dr. Raul Hinojosa-Ojeda follows:]

PREPARED STATEMENT OF DR. RAUL HINOJOSA-OJEDA, UNIVERSITY OF CALIFORNIA, BERKELEY, AND INTER-UNIVERSITY PROJECT FOR LATINO RESEARCH (IUP)

An analysis of the current status of Latinos in the U.S. and projections of their growing importance into the next century presents some very disturbing issues that demand immediate public policy attention. Particularly serious is the combination of a very rapid rate of growth of the Latino population and a precipitous decline in their relative socio-economic status compared to the non-Latino population. Unless appropriate measures are taken, this combination will have important implications not only for the social fabric of the nation but also for U.S. competivieness and the general standard of living in the long run.

Latino Population Growth

Latinos are the fastest growing population in the United States, showing an increase of 34% (or about 4.8 million) between

1980 and 1988, reaching a total of about 20 million (or 8.1% of the population). This represents a growth rate almost 5 times higher than that of the non-Latino population (7%).

The total number of Latino workers in the U.S. has been growing even faster, doubling every ten years since the 1950's with their share of the workforce tripling to 7.5% in the last 30 years. Both these trends are expected to accelerate before they stabilize in the next century.

This tremendous growth, however, is shared unevenly between the various sub-groups that make up the mosaic of Latino population in the U.S. Despite their common origin in Latin America and common native language, the Latino population is very diverse with its various components growing at different rhythms, in different parts of the country and facing different socio economic prospects. Among the 3 major subgroups, Mexicans make up the largest with 12.1 million or about 62.3% of Latinos. They also have the highest rates of growth, increasing 93% between 1970 and 1980 and 39.9% between 1980 and 1988. There are about 2.4 million Puerto Ricans, up 65% since 1970, and about 1 million Cubans, up 75% . There are another 3.7 South and Central Americans displaying the highest growth rates in the 1980s, estimated at more than 50%.

Geographically, Mexicans are concentrated in the Southwest with 55% of all Latinos living in California and Texas. Puerto Ricans are concentrated in the Northeast and especially New York where, 11% of all Latinos live. Cubans are still concentrated in

Florida where 7.6% of Latinos live. Illinois has 4.1% of all Latinos with all 3 subgroups well represented.

It is important to note that the high growth rates of the Latino population are predominantly the product of high levels of domestic fertility rather than of increasing immigration. A very substantial majority of this population are U.S. citizens of long standing, of second, third and subsequent generations. Having the highest rate of fertility in the nation make Latinos a very young population with the highest percentage of children and young people of any other group in the U.S. population. More than 38% are 18 years of age or younger compared to 28% for the non-Latino. Mexicans are the youngest subgroup with over 40% under the age of 19. All this makes Latinos a very fitting subject for extensive hearings by this select committee.

Increasing Trends in the New Inequality

Accompanying these extraordinary rates of growth are disturbing trends in the relative socio-economic position of Latinos. While it is well known that the U.S. population as a whole has been experiencing a " Great U-Turn" in real income growth since the mid-1970s, it is not as well known that Latinos have experienced an even sharper "U-Turn" in their living standards.

After having made significant progress in the 1960's both in real income terms and with respect to White male incomes, since the mid 1970's Latino workers have experienced the steepest fall in

real incomes of any group in the population. Real mean income among Mexican and Puerto Rican males, for instance, has fallen about 15% since 1970 while falling only about 6.6% among White males. Latino women's incomes have, on the other hand, increased as part of a general increase in all women's wages. Yet here too the rate of Latino female income growth has fallen behind the increase in White female income. This comparison is starkest among Mexican women.

As a result of these uneven trends in real income growth, overall inequality between Whites and Latinos has increased considerably. Latino male mean income is now 63% of White male income, down from a peak of 71% in the 1970s. Latino median family income is two thirds of non-hispanic family income ($20,306 compared to $31,610) down from a 72% ratio in the 1970s. Sixty percent of Latino families receive an income of less than $25,000 in 1988 compared to 38% of non-Latinos. Puerto Ricans exhibit the lowest median family income ($15,185).

Poverty and the Working Poor:

Along with increasing inequality, the poverty rate among Latino families has risen to about 2.5 times that of non-Latinos. The Latino Poverty rate has risen to 25.8% in 1988 (compared to 9.7% for non-Latinos) after having fallen considerably in the 1960s and 1970s. The highest rates in 1988 are among Puerto Rican families (37.9% in 1988 compared to 28.2% in 1970 and 33.4% in 1980 and 28.2% in 1970) compared to Mexicans (25.5% in 1988 compared to

26.8 in 1970 and 21.4 in 1980) and Cubans (13.8% in 1988 with 13.1 in 1970 and 11.2 in 1980).

Latinos -- particularly Mexican -- are over-represented among the working poor. Among families with an employed head of household that worked 50 or more weeks, Latinos are 6.8% of the total population and 20.2% of the poor. Latino women are more likely than other women to be earning poverty wages. In 1988, 31.7% earn below $4.50 an hour compared to 26.8% for White women. Latino families with a female head of household are now 30% of all Latino families, up from 26% in 1982. Puerto Rican families have the highest incidence of FHH with 44%. Of these, 65% live under the poverty level. Half of the poor in LA are Latino and half of people on welfare in NY are Latino.

What is behind this increasing Inequality?

As part of an ongoing research project of the Inter-University Program on Latino Research, a group of us recently conducted an extensive study of the causes of Latino falling real income and the increase in Latino/White inequality.

We first analyzed in detail the explanations traditionally given for inequality, including differences in age, education, civil status, immigration, language proficiency and discrimination. We then also looked at a series of new explanations which focus on changes in the structure of the economy itself, particularly the dramatic decline of the manufacturing sector through plant

closings, loss of export markets and trade competition, and the rise of low productivity services.

Our findings indicate the following factors are most responsible for the new inequality between Latinos and whites:

The Persistence of Discrimination: After making a significant drop in the 1960s, the gap between what a Latino and a non-Latino is paid for the same work given the same age and education rose again in the 1970s and also in the 1980s, though to a smaller extent.

A Polarization in Relative Educational Achievement: While important strides have been made in the attainment of middle educational levels (high school complete and some college) there is a growing divergence between White educational attainment in both the upper and lower educational levels. Latinos are still dropping out of school at the highest rates of all while progress has been made by Whites and Blacks. Latinos are also falling rapidly behind Whites in completing college and enrollment in graduate schools, the current prerequisite for attaining jobs where real wages are increasing.

A very disturbing trend which contributes to White/Latino inequality are the falling rates of returns to education among the middle and lower educational levels. While Latinos make gradual progress in most educational levels, they are earning less and less for their investment.

A Polarization in the U.S. Labor Market: By far the most rapidly emerging new cause for the growing inequality is the polarization in the job structure of the U.S. economy. With the dramatic decline in manufacturing, job growth is now concentrated in the upper and lower income levels. Latinos were just getting into the middle income jobs in the 1960's, following other immigrant groups up the industrial/occupational/income ladder, when this traditional avenue of advancement was abruptly wiped out for them. Now people with high school and even some college, who used to be able to find middle income jobs, are now having to work in lower paying service jobs. Very few are making it into the top higher skilled/higher paying jobs, the only ones in the entire society that are showing real wage increase.

The growing explanatory importance of economic polarization poses some very important implications for policies historically aimed at Latino/White inequality. Whereas traditionally it was believed that concentrating on reducing discrimination and improving education was a sufficient response to allow access to an expanding labor market, now we are finding that close attention must be paid to the **type** of labor market development we need to reduce poverty and inequality.

The Future for Latino Workers

There is general agreement among scholars making projections about the U.S. economy and society that the next 20-30 years are going to bring dramatic changes. Yet these changes are already upon us today. From 1985 until the year 2000, for instance, -- now less than 11 years away -- it has been estimated that the White male share of the workforce is going to drop from 47% to 15%. 85% of the new entrants into the work force will be either women, minorities or immigrants. Latinos are expected to be the fastest growing component of the new entrants into the workforce, representing 22% of total labor force growth.

The key issues are the following:

(1) What type of jobs will be created in the medium future?

(2) What type of jobs are Latino children being prepared for now?

(3) What policies must be implemented to reduce inequality and allow for Latino children to become integrated into mainstream of economic advancement.

(1) Among the fastest growing jobs, the trend towards higher educational requirements is striking. Of all the new jobs that will be created from now until the year 2000, more than half will require some education beyond high school and almost a third will need to be filled by college graduates (as opposed to 22% today).

There is also expected be a continuation of a self reinforcing pattern of job growth for low skilled, low productivity, low paid workers which has dominated the service economy. While providing strong job growth, this dynamic also produces low paying jobs, fosters inequality and hampers productivity growth. This low skilled job sector, in any case, is not expected to be as fast growing as we have witnessed previously.

(2) Projecting the current path of skill level development of Latinos into the future implies that Latinos will not be able to fill enough of the high skilled jobs that will be required of them. They will therefore be forced to continue competing with the lower skilled job pool which will be decreasing in relative size. This is especially expected to be the case for Latino males. Since the path of educational advancement among Latino women has been more promising, they may have a better chance of increasing their shares of higher paying jobs, but only if they continue advancing educationally.

(3) Without significant policy intervention, we can expect the following trends to continue:

-increased job and income polarization;

-shortages of higher skilled workers; and

-abundance of semi and low skilled competing for low paying jobs that will further hurt productivity growth.

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The broad goals of policy innovations must include:

-a renewed commitment to combating discrimination, particularly in the private sector job market;

-a major initiative on closing the education gap for Latinos with particular emphasis on reducing the high school drop-out rate, college recruitment and retention programs and a significant commitment to Latino graduate education; and

-a reexamination of how a host of policy areas -- such as trade, investment, wage, industrial and regional development policies -- impact upon creation of jobs and the type of living standards that they allow for.

LATINOS IN A CHANGING U.S. ECONOMY: COMPARATIVE PERSPECTIVES ON GROWING INEQUALITY

EXECUTIVE SUMMARY

Martin Carnoy
Hugh Daley
Raul Hinojosa Ojeda

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EXECUTIVE SUMMARY

I. A Changing U.S. Political-Economy

Since the mid 1970's the U.S. has been experiencing a profound shift in both the nature and political management of the nation's pattern of economic development and income distribution. The "Great U Turn" (Bluestone and Harrison, 1988) is characterized by a dramatic reversal after 1973 of the post-war rise in real wages declining inequality. In the past 15 years, real wages have stagnated or fallen and incomes have become more unequal.

It is not as well known, however, that Latinos, along with Blacks, have experienced an even greater "U Turn." This is particularly disturbing given the rapidly expanding share of Latinos in the workforce, -- a trend that is expected to continue into the next century (fig. 1). After making significant strides in real income growth relative to Whites up through the 1960's, the recent past has produced:

-a widening of the gap between minority and White mean income;
-an even larger drop in minority real income relative to the White decline in real income; and
-a more rapid widening of the income gap among Latinos and among Blacks than that among Whites.

Our research suggests that the principal dynamics driving increased wage inequality are:

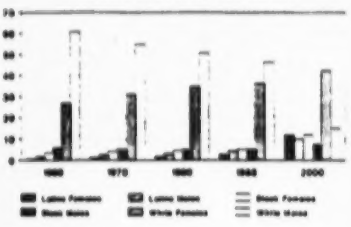
-a widening gap between higher and lower income earners and a declining share of middle income earners within most ethnic/gender sub-groups of the population; and
-a widening gap between a White concentration in the upper income groups and a disproportionate minority concentration in the lower income groups.

In this paper we address the following questions:

-What are the key components of the sharp turnaround towards greater inequality between Latinos, Blacks and Whites? What is the relative explanatory power among a number of factors which can best account for this increasing inequality (including changes in the pattern of discrimination, education, age, immigration, and industrial-occupation restructuring)?

Labor Force Composition: 1960-1988

Year 2000 Share of Net New Workers



-What does the experience of Latinos tell us about the dynamics of late twentieth century U.S. political economy? What trends and processes are commonly impacting all groups in U.S. society? What are the key areas for needed public policy innovation?

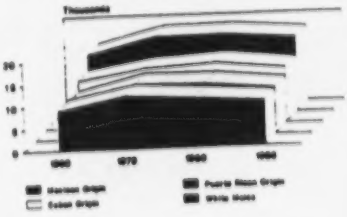
II. Dimensions of the Reversal

The "Great U-Turn" is characterized by a reversal of the 60% rise in real weekly earnings from 1947 to 1973, to a decline in real earnings of 13% from 1973 to 1986. It should be noted that only the incomes of those with jobs are considered in this analysis, thus introducing a conservative bias in estimating the degree of income inequality. This rise and fall in real wages of those with jobs, however, was different for each ethnic and gender subgroup (see fig. 2).

White White male real wages rose 26.9% in the 1960's, they stagnated in the 1970's and fell -6.6% from 1980-86. Latino male real wages, on the other hand, peaked at the end of the 1960's and then fell -4.2% in the 1970's and -11.3% in the 1980's. Mexican origin males experienced the deepest total declines with -6.7 in the 1970's and -9.5% in the 1980's. Puerto Rican origin males fell -2.2% in the 70s and -12.2% in the 1980's.

Female real income, by contrast, has improved steadily over the last 30 years, despite intermittent setbacks. White female real income increased substantially in the 1960's (+21%) slowed in the 1970 (+2.4) and rebounded in the 1980's (+4.8). Latino female real income also rose dramatically in the 1960's (+49.5%) but then increased very slowly in the 1970's (+.2%) and 1980's (+1.6%). Cuban females in the 1970's and 1980's and Puerto Rican females in the 1980's have recently outstripped even White female income growth while Mexican females continue to lag even further behind.

Real Income by Ethnic Group - Males
1980 Dollars



Growing Overall Income Inequality:

Increasing inequality has become endemic to U.S. society since the mid 1970's, be it among the total working population, between race/ethnic groups or within virtually all ethnic/gender subgroups. Rising inequality between Whites and minorities and inequality within minority groups is becoming an increasingly important determinant of the overall growth in inequality.

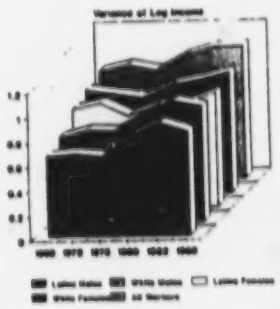
After decades of falling or relatively stable overall wage-income inequality, a substantial surge in inequality has occurred after 1975. Wage inequality among all workers, measured by the variance of log income, went up from .887 in 1975 to 1.070 in 1985.

Inequality Within Ethnic/Gender Subgroups:

Given the uneven declining trends in real wages mentioned above, it is not surprising to find a widening gap in relative income between White males and Latino males. While in the late 1960's Latino male income had reached its peak of 71% of White male income, this ratio has continued to fall to 63% in 1985. Among White males, the variance of log income rose from .748 in 1975 to .986 in 1982 (see fig. 3). Among Latino males, it rose from .653 in 1975 to .928 in 1982.

Among women we also find increasing inequality between race/ethnic subgroups as well as within them. Latina income as a share of White women's income has been falling since 1970, from 89% to 83% in 1987. Among White females, the variance of log has increased from .784 in 1975 to .980 in 1985. Among Latinas, it rose from .754 in 1975 to .936 in 1985.

Income Distribution by Ethnic/Gender Subgroup



III. Explaining Increasing Inequality

Our research has narrowed the causes of increased White-minority inequality to five crucial gaps:

i-increasing gap in White/minority completed college education and high school completion;
ii-increasing employment gap in higher paying occupations;
iii-increasing employment gap in higher paying industries;
iv-increasing gap in the incidence of contingent work; and
v-increasing discrimination in most job and educational categories.

In addition, we also examined the impacts of changing immigration and demographic patterns and the regional redeployment of jobs. After estimating each of these gaps, a rank ordering of the relative importance of these factors on increasing inequality was determined.

Human Capital Gaps

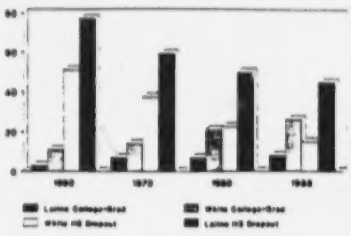
The data indicates that while there is a convergence in the percentages of White and minority workers with middle level educations, there is growing divergence at the lower and upper educational levels (see fig. 4). Improvements have been made in closing the gap in middle educational levels, i.e., high school complete and some college. Yet in the very rewarding college complete and post graduate levels, Latinos are dropping further behind. While Whites and even Blacks have made important strides in reducing the share of workers who did not complete high school, Latinos are still making very little progress.

This polarization in relative educational structure is further exacerbating income inequality due to shifting returns to education for each group. Real wages for a given level of education, or returns to education, are generally falling for the lower and middle educational levels and increasing only at the upper levels. Real incomes of college educated Latinos are rising as fast as comparable White incomes but real wages of the middle and lower educated Latinos are falling faster. Under these circumstances, gradual improvements in average education are no longer a guarantee of increasing income.

Males and Females:

Among all Latino males, the real mean earnings of the young high school educated fell significantly in the 1980's whereas real mean earnings for the college educated rose. This pattern of declining returns are key for explaining falling relative incomes of Mexican males. In the case of Puerto Rican males, returns to education for young males fell for all educational levels. Cuban male returns to education remained more stable yet their relative income still fell because their average education fell with the 1980 immigration wave. While Mexican immigrant males also have lower educational levels, it is important to point out that the gap between foreign and native born incomes is falling for most education levels.

White/Latino Male Educational Levels



Controlling for age and education, Mexican and Puerto Rican females have generally earned close to White women since the mid-1970's. The most important source of income disparity with White females lies in their generally lower levels of education and their employment concentration in lower paying jobs. Cuban women, on the other hand, have consistently been gaining and in 1987 earned more than White women for the same age and

education.

Immigration Status:

Immigration was shown to play very different roles in relative income determination for all three Latino subgroups in ways that are not commonly expected. Mexican origin Latinos display the highest percentage of native born and these native born do not earn significantly more than immigrants controlling for age and education. Much of this difference is due to the native born working more time per year than the foreign born. For Puerto Rican males, by contrast, birth on the island implies more of an earnings cost relative to native birth. This gap has been falling, however, as more Puerto Ricans in the U.S. are also native born in the 1980's. For all Latino females, the impact of being foreign born is not as important as for males. This variety of results further substantiates the claim that immigration status per-se is not a reliable indicator of economic performance but rather depends heavily on the specifics of the international, regional and labor market experience of each Latino subgroup population in which immigrants are situated.

Industrial-Occupational Gaps:

The reversal in income inequality has been accompanied by a renewed polarization in the job structure of the U.S. Constructing an industry occupation matrix and examining its change over time we notice an overall decline in the proportion of middle paying jobs relative to higher and lower paying jobs, a trend that accelerated rapidly in the 1980's. This polarization, however, was experienced differently by each ethnic/gender subgroup (see fig. 5).

Among White males there has been a steady shift which accelerated in the 1980's from middle to higher income jobs whereas the percentage of White males in lower paying jobs has stayed the same.

Among Latino males, although there was an expansion of middle and higher paying jobs in the 1960's, this trend has been reversed in the 1980's with an expansion in lower paying jobs, a decline in middle paying and slow growth in the upper paying jobs. Mexican males had the largest expansion in middle income jobs in the

1960's as they moved out of agriculture into traditional manufacturing. Puerto Ricans have been shifting out of middle income jobs since 1960.

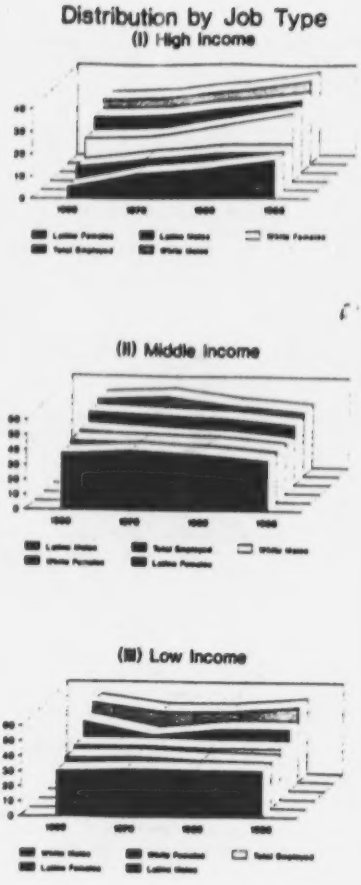
The polarizing trend towards upper and lower income jobs of the 1980's was most pronounced among Puerto Rican males while Mexican males have experienced a declining middle and upper share with an expanding lower share. Cuban males, on the other hand, display a shift from lower and middle to upper income jobs.

Among White females there has been a rapid and steady shift from both lower and middle paying jobs to higher paying jobs. Latino women experienced a similar shift in the 1960's but then began experiencing a declining middle and a polarizing growth in the upper and lower shares. Again Puerto Rican females exhibit the most pronounced upper/lower polarizing trend while the Mexican female loss of middle income jobs has been more absorbed by upper income jobs. Cuban females, while having the highest share of upper level jobs among Latinos, have recently been expanding their lower level share.

IV. The Relative Importance of Alternative Explanations

In order to assess the relative strength of each of these explanations for increased inequality we use a technique for simulating relative incomes based on coefficients obtained from our estimated regression equations. With this technique we can determine how much of the inequality in relative income between Whites and minorities is due to differences in each group's characteristics (education, age, industry worked in, time worked, region, civil status) and how much is due to differences in what is paid for the same characteristics across groups (thus measuring discrimination).

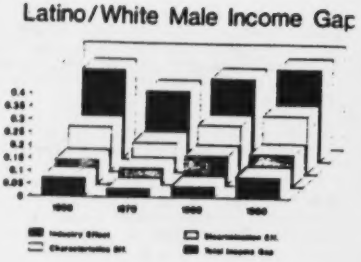
The results (see fig. 6) indicate that income inequality between Latino and White males is due more to differences in characteristics between groups than to discrimination given the same characteristics. For Latino Males, the discrimination effect decreased in the 1960's, has gradually increased in the 1970's and was relatively constant during the 1980's. For Latino females compared to White males, on the other hand, the discrimination effect was more important than differences in characteristics in the 1960's and 1970's. In the 1980's, the discrimination effect diminishes while the impact of differences in characteristics begins to increase. Discrimination relative to White females, however, has



increased for Latinas in the 1980's.

In analyzing the impact of differences in characteristics between White and Latino males, human capital differences were more important than differences in what industries were worked in. Yet while differences in industrial characteristics became less important in the 1960's, they have grown in importance in the 1970's and 1980's much faster than have differences in human capital. Differences in time worked and regional concentration, while less important than industry, also diminished in the 1960's and then also grew in the 1970's and 1980's.

For Latino females compared to White males, human capital differences were also more important than differences in industrial employment. While discrimination given the same education level fell significantly in the 1960's, differences in educational attainment grew in the 1970's and 1980's. Differences in industry worked narrowed in the 1960's, grew in the 1970's and then remained stable in the 1980's. Discrimination within industries increased more for Latino females than for males. The impact of differences in time worked and regional concentration also declined in the 1960's and then increased in the 1980's. Difference in time worked were more important in explaining lags in Latino females incomes than for Latino males and grew worse after the 1982 recovery.



V. Public Policy Implications and Future Research

The results of our research have a number of implications for the debate on what is the appropriate public policy response to the growing White/minority inequality. Our results also point to new directions where research needs to be advanced in order to understand the dimensions and dynamics of this new inequality.

First, our research indicates that the major areas that have historically been the focus of public policy -- particularly discrimination and poor education -- remain significant problems. There have, however, been important changes in the nature of these problems that require renewed attention and policy innovation.

Since making important progress in the 1960's, inequality due to discrimination in the labor market has not declined over the last 20 years. For Latino women it is increasing compared to White women. This stagnation coincides with the end of major initiatives and some reversals in the area of affirmative action. The slowdown

in public employment has also contributed to the closing off of some arenas where discrimination was less of a problem than in the private sector labor market. Research on the evolution of discrimination in the private sector should be advanced, a task that has been made more difficult since important data sources, like the EEOC, have been curtailed in the 1980's.

Although progress has been made in the Latino completion of middle educational levels, there is increasing urgency to focus attention on the dynamics which lead to the persistence among Latinos of the highest national rates of high school dropouts. This is particularly urgent given the falling real wages for high school dropouts. This trend is caused, in part, by the swelling of the number of people competing for lower paying jobs as employers continue to up-grade the educational requirments for all jobs. Immediate attention must also be directed at increasing the rate of Latino college completion and enrollment in graduate schools. With cutbacks to aid in higher education, Latino enrollment fell back significantly relative to Whites. This is in part responsible for the shortage, and rising relative costs, of high skilled workers in the U.S. Finally, continuing progress must also be made in Latino attainment at middle educational levels, yet attention must also be placed on why this level of education is becoming less rewarding. More research needs to be conducted on the causes and implications of growing polarization in returns to education, including changes in the interface between educational policy, changing skill requirements and the structural evolution of the economy. Simply concentrating on a gradual improvement in average education is no longer a guarantee of increasing relative incomes.

Second, our research points to a disturbing new dynamic which is driving the new inequality: overall polarization in employment and wage growth in the U.S. job market. The nature of this dynamic, however, is much more complicated, and the public policy issues much less specific, than the traditional explanations and policy approaches to inequality. What is clear is that: (1) this is the most rapidly growing source of the new increases in inequality; (2) that any policy agenda that is serious about Latino economic advancement and inequality in general must begin to address these new issues; and (3) that these trends are impacting all ethnic/gender groups of the population and are thus creating the need and constituency for concerted action.

Preliminary research presented in this paper

suggests that the sources of this polarized structural change are of both a domestic and international nature. Domestically, this polarization is linked to the collapse of the "Fordist" social pact which was characterized by balanced mass production manufacturing growth tied to improving real wages and income distribution, all regulated under a government commitment to education, employment generation and civil rights enforcement. International factors accelerated polarization through import competition and a collapse of U.S. manufacturing export markets, particularly in the developing world.

There is a need to clearly understand how changes in the international economy and the role of the U.S. state are impacting on labor market polarization in order to adequately analyze Latino inequality in the broader debates concerning macro-economic and incomes policies, as well as industrial, regional, international trade, investment and migration policies. This study should thus be seen as a first contribution, along with the other parallel regional and bi-national studies of the Latinos in a Changing U.S. Economy Project, towards laying the foundation for a broader research and policy agenda.

STATEMENT OF GLORIA RODRIGUEZ, EXECUTIVE DIRECTOR, AVANCE FAMILY SUPPORT AND EDUCATION PROGRAMS, SAN ANTONIO, TX

Mrs. RODRIGUEZ. Congressman George Miller, Members of the Committee, I am Gloria Rodriguez, I am the executive director of the Avance Family Support and Education Program in San Antonio and Houston, Texas, serving over 2,000 mothers, fathers and children annually.

I am most honored to have been invited to present testimony on the plight of the Hispanic community in this country and to say that these deplorable conditions that exist are as a result of a lack of support of the Hispanic family.

In 1988 there were 19.4 million Hispanics in America, and it is projected that by the year 2,020 the Hispanic population will become the largest ethnic group, and that by the year 2080 the non-white, minority population will become the majority.

Unfortunately, there are too many Hispanic individuals who are not functioning well and who have not become part of the mainstream of America. If we do not do something about it now, these conditions will only worsen. Thirty-eight percent of Hispanic children live in poverty. Forty percent of the children nationally drop out of school, and of those that do graduate, 25 percent are still considered illiterate.

Avance is located in communities where there is a concentration of people living in poverty. Through research that has been conducted by Avance with a grant from Carnegie Corporation of New York, we found that 80 percent of those parents that we serve have dropped out of school with a mean educational level of the eighth grade.

We also found that 60 percent in one community and 44 percent in another of those surveyed in two communities demonstrated high levels of depression.

Thirty percent had thought of or had attempted suicide. We found that many of these parents were victims of abuse as children. The majority were single, on welfare, with no literacy or job skills. They lacked support, felt isolated, and overwhelmed in their parental role.

I grew up in one of these poor communities, and I saw well-intended policies and ineffective and insufficient programs break many families and destroy individual's self-esteem and self-worth and hold people in bondage to the shackles of poverty, to the dependency of alcoholism and drugs.

I saw people who reluctantly were forced to enter a world of selling drugs, prostitution, and crime in order to feed their children. I have seen proud Hispanic people who at one time came to this country with hope, motivation, and a desire to partake of the American dream, of having a job, owning a house, and being able to raise a family adequately lose that hope, that motivation, and those dreams.

As a school teacher, I, too, saw children at the age of six already labeled, tracked and categorized as failures by the school system.

I began the Avance program 16½ years ago because I knew old approaches were not effective. They provided too little too late.

These services to families were too bureaucratic, fragmented, Band-aid approaches, attacking the symptoms and not the root causes of the problem.

Intervention worked only with a child and left the family out. Well, one cannot separate the child from his family nor from his environment. One cannot separate the home from the school. What happens in the home has a direct effect on the child's ability to learn in school and what he becomes as an adult.

I have designed an intervention model, and you have a copy of it, where supporting the family and helping them in their role as parents is the core of our intervention. Intervention must begin in the home, be community based, be comprehensive in scope, be preventive in nature, and have the child from zero to three as the entry point, and it must provide follow-up essential sequential services to both parents and children.

Through this approach and through the love and compassion that these people receive, Avance has been able to rekindle the spirit of Hispanic people living in poverty, has been able to strengthen families and has been rebuilding communities.

We are able to do this by capturing the last glimmer of hope the people have, hope not for themselves, but the hope they still have for their children. In spite of all of the parents' suffering and pain, these parents love their children, and they still have hopes and dreams for them.

Avance has been able to reach these people that everyone else had given up on, those that had fallen through the cracks and through all the safety nets—by first helping them help their own children. Avance provides the necessary tools and the essential support needed to become a better parent.

Subsequently they wanted to grow beyond being a better parent. They wanted a better life not only for their children, but also for themselves. Many parents began to set goals, some want to return to school, some want to obtain employment.

Many realize that buying a car and a house can become a reality. Avance offers English, GED, and college classes to these parents by bringing those existing services to the people in their community. One parent already became a school teacher and numerous others have associates degrees.

We have many Avance graduates providing direct services to other families in need and others who are our secretaries, our accounting and research assistants.

You will find them outside of Avance also as productive, contributing members of society. Their children now have a better opportunity to meet with academic success because of what the parents did for their children. They not only have a strong learning foundation, but they have parents who value education and who have become active partners in their education.

Support services to both parents and children must be sequential as is depicted in this model if we are to break the cycle of poverty. Congress must put all American children and families at the top of this nation's agenda. You as our leaders, play an important role in formulating policies that support the family.

In fact, the U.S. and South Africa are the only industrialized countries in this world that do not have a policy on the family. I

have just returned from a two-week study tour of one of those industrialized countries, France, where 98 percent of children 3 to 5 years of age attend free, voluntary universal child care.

There is also free universal health care, subsidized housing for the poor, parents were supported with family allowances and were given 16 weeks of paid, maternity leave. What I was most impressed with, however, was that in my two weeks in France I did not see one homeless person.

We must have that same fervent enthusiasm, dedication, commitment, and energy that was evident in France to address our problems within our own form of government. Our federal, state and municipal government can play a very important role in providing the necessary funding along with the support of philanthropic foundations, United Way, churches, the private sector, community and volunteers to implement programs that support our families. Together we can develop more programs that work such as a Avance; establish more day cares; a better health care system; prove more job training and affordable housing, and develop essential services for the youth. If we want the youth to say no to drugs, what do we want them to say yes to?

We must support the families so that children will develop well and become productive and responsible members of society. They are, as this gentleman just said, our future work force and our future leaders.

We have now launched a war on drugs. War, to me, connotes destruction, casualties, losses, especially if we continue to battle the symptoms. We do not need to fight any more wars. What we need is post-war reconstruction of re-building families and re-building of communities.

We need to provide essential domestic aid at home to develop this nation's human resources and human potential. Most importantly, we need to have more compassion for our fellow man in need, whether he be brown, black, yellow or white. All men are created equal. They are all endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness.

Let us not forget that governments were instituted among men to secure these rights for all the people. I pray for our government leaders, and I implore those elected officials of this wonderful country, those public servants to have the courage, compassion, wisdom, and determination to: (1) uphold the constitution which guarantees all its citizens these rights, (2) to act responsibly in developing policies and in writing legislation which will support the family to keep our nation strong and to preserve our great democracies for hundreds of years to come, and (3) to recognize that they have been elected to serve the needs of the people—especially to attend to the plight of the needy—those who are legitimate citizens standing on American soil—still poor, still hungry, and still yearning to be free.

Family support initiatives are feasible, logical, doable solutions to the problems of school drop-out, of illiteracy and of the debilitating conditions associated with poverty that so many minority children are experiencing.

As a matter of social justice and equity, this agenda of supporting the American family must move forward in all communities.

With the Hispanic population soon becoming the largest minority and the minority population soon becoming the majority at the turn of the century, we cannot afford to lose one child or one family to poverty or lack of education.

Thank you.

[Prepared statement of Gloria G. Rodriguez follows:]

PREPARED STATEMENT OF GLORIA G. RODRIGUEZ, PH.D. CANDIDATE, EXECUTIVE DIRECTOR, AVANCE FAMILY SUPPORT AND EDUCATION PROGRAMS, SAN ANTONIO, TX

Congressman George Miller, members of the Committee, I come before you to speak about the plight of the Hispanic Community in America.

According to a recent report by the Children's Defense Fund, there were 19.4 million Hispanics in this country in 1988. From 1987 to the year 2000, the Hispanic population in the United States will increase by 34.4 percent, compared to the U.S. population which is projected to grow by 6.4 percent. Numerous other reports state that the Hispanic population will become the largest minority by the year 2020 and that by the year 2080 the minority population will become the majority.

Unfortunately, there are too many Hispanic individuals who are not functioning well and who are not part of the mainstream of society. There are too many individuals who live in poverty and an alarming number who are dropping out of school: 38 percent of Hispanic children live in poverty and 40 to 50 percent of the population are dropping out of school.

In the high-risk San Antonio communities where the Avance organization provides support and education, there is an extremely high concentration of poor Hispanic families: we found approximately 80 percent of the mothers that we serve had not completed a high school education and consequently, they lacked literacy and marketable job skills.

In a current research study funded by the Carnegie Corp., we also found that a large percentage of Avance mothers suffer from severe depression; 60 percent of the women surveyed in the Avance Center, which is located in the Mirasol Public Housing Project, and 40 percent in our Southside Avance Center, demonstrated a high level of depressive symptoms. We also found a negative correlation between maternal depression and self esteem.

In another study, 30 percent of the women surveyed had thought of or had attempted suicide: many were victims of abuse - both as children and as adults; and the majority were single and on welfare with no literacy or job skills. In addition, many of these women lacked support, felt isolated and felt overwhelmed in their parental role. All too often, a cycle develops as children become the victims of a parent's frustration.

For the past twenty years, I have worked in these extremely low income communities providing support and education to the most vulnerable at-risk Hispanic individuals. I have seen people suffering, in pain, and

depressed. I have seen people who live a life of fear, anger, hopelessness and despair - people who are just trying to survive.

I have also seen well-intended policies and programs that have broken families; that have held people in bondage to the shackles of poverty - to the dependency of a coholism and drugs. I have seen people forced to enter a world of selling drugs, prostitution and crime in order to feed their children. From these conditions, Hispanics as well as Blacks are disproportionately represented in our jail systems. I have seen proud, Hispanic people - who at one time came to this country with hope, motivation, and a desire to partake of the American Dream of having a job, of owning a house and of being able to raise a family - lose that hope, that motivation, and dreams.

Avance, in its 16 years of operation, has helped those who others had given up on; those who had fallen between the cracks and all the "safety nets;" those who had lost that hope, that motivation, and those dreams.

Avance, through effective, innovative approaches, love, and compassion has been able to rekindle the spirit of the people, has helped strengthen families, and eventually rebuilding communities. We were able to do it by capturing a strong bond that exists between parent and child. In spite of all the suffering and pain, these parents love their children and <u>still</u> have hopes and dreams for them.

Avance is able to reach these families by helping them help their own children - by providing them with the necessary tools and essential support needed to become the best parents they can become.

All parents need support and information that will help them to help their children grow and develop to their fullest potential. If the parents do not receive the support and information they need, then their children will go to school unprepared and unable to learn, and their teachers will experience great frustration. I can attest to the frustration of a dedicated teacher attempting to work with children who are not adequately prepared.

Upon graduating from college in December 1970, I became a schoolteacher of 35 first-graders who had been taken from four classrooms and whose teachers had already given up on them. They had been labeled as "slow learners" and "vegetables," and it had been decided they were going to be retained.

Even though the children were not "vegetables" and could indeed learn, they were nevertheless unprepared to meet the academic demands of school. Initially, I thought their shortcoming was just a language problem: Spanish-speaking children not understanding the English language. I soon realized, however, that the children were not proficient in either English or in Spanish. I saw a 6 year-old child hold a pencil like a dagger; I saw children unable to construct a circle; children who were inadequately

clothed in the winter; hungry children; bruised children; children with lice. I immediately managed to change a school policy that kept children with lice from coming to school. The children were being denied an education because of a health problem.

These children had everything going against them. They were doomed to fail the first grade because of the conflict between the home and the school. The school was not designed to work with children who are below the expected level of development. Schools cannot adequately compensate for what should have been accomplished early in life or assume the role of parent after the child enters school. Ironically, the school assumes that all parents have done their part in preparing their children prior to entering school. Unfortunately, in many homes of high-risk children, this is not the case.

Children entered my class with limited language proficiency in both English and Spanish. They lacked the mastery of many basic prereadiness skills, and they exhibited behaviors which indicated that physical punishment prevailed as discipline in the home. For example, some of the children would shrink back as I approached them, as though I were going to hit them. I was overwhelmed as a teacher when I was given a set of books on handwriting, reading and math that were inappropriate for the children's stage of development.

School is designed for children who come from stable families in which there are a lot of resources as well as positive verbal and environmental stimulation. There are many children who come to school with too few relevant experiences to be able to succeed academically. They may also come from families who are not functioning well due to lack of support and education. One cannot assume that all parents know what is expected of them; nor can one assume that parents are stable and in control of their own lives and those of their children.

I administered an informal attitudinal survey to the parents of children I had taught for a year and a half. The results indicated that all the parents wanted better lives for their children than they themselves had, and that they knew education was important. However, when asked to indicate when children start learning in life and who a child's first and most important teacher was, the mothers responded that "children start learning in school, and the first-grade teacher is the first teacher." When asked the question "What do you consider your role as a mother to be?" they responded that their role was to take care of the children's basic physical needs. They also stated they did not know whether their children would graduate from high school - they felt their children would complete at least the seventh or eighth grade. They definitely knew their children would not be going on to college. Paradoxically, while the school assumes that the mother did her part in

preparing her child for school, the mother believes that she has no part in the education process - and the child is the victim. These children will most likely fall behind, be retained several times, be over-age for their grade, and finally drop out of school.

For a year and a half, I worked many long hours trying to enhance students' language skills that should have been acquired early in life. They eventually reached a point at which they were all reading and slowly progressing. Unfortunately, I later realized that their subsequent teachers did not continue where I left off and that the students would never be able to catch up to those children who came to school prepared. Of the 35 students I taught, 30 moved on to the third grade, and five stayed in the second.

The following year I had a group of children with characteristics similar to my first group. I felt compelled to search for a better solution. I could not see myself going through another year of frustration. I realized that the school, as it was structured, could not adequately meet the needs of so many high-risk children. So I decided to search for a better solution.

My training in early childhood education and my own family upbringing led me to believe that intervention needs to begin in the home during the child's early formative years, before the child is three years old. It is during this period that language development is so critical, when

basic values are formed, when character and personality development are built, and when the foundation for learning is established. In addition, it is a period when children can develop a positive self-concept and learn to love not only themselves, but also their family and all people. It is also a time when children learn from the early interactions they have had with their parent to trust and respect others. These are the qualities forming the foundation for becoming successful students and responsible citizens. Programs such as Head Start, which work with children at ages three and four, can be remedial for high-risk children, but prevention needs to begin at birth--and preferably before birth.

Why are 40 percent to 50 percent of Hispanic children failing school nationwide? Hispanic children many times enter a school that is culturally different: the language spoken in the school is not the same as that spoken in the home, most of the teachers that they will encounter are non-Hispanic, and the books they are exposed to are not relevant to their environment.

More importantly, however, many low-income Hispanic children and many high-risk minority children experience academic failure because their families have never been adequately supported. If they had received the assistance like that given to the first wave of European immigrants who received, through settlement homes, instructions in language, culture, housing, employment skills and jobs, we

would not have the problems we see now. Services to low-income families have been piecemeal, fragmented, band-aid approaches - too little, too late. There has been a philosophy that people should come to the services, instead of bringing the services to the people who need them. These approaches have not worked for many low-income, high risk individual and they have not been able to break the chains of poverty.

Avance works. In our preliminary research, we found significant differences between the mothers that come to our program and the control group. We found differences in the home environment. The parents, through scientific observation and documentation, were found to be more nurturing and more responsive, and were found to provide a more stimulating environment at post-test, compared to the pre-test, and compared to the control group. They also had more toys (since they make educational toys through our program).

They considered themselves teachers of their children. We also found in a group of mothers significant differences in self-esteem.

In previous research we found that their attitude toward education and their knowledge of child growth and development also changed. There were also changes in their knowledge of social services that could help them alleviate the stress that impedes effective parenting.

Avance parents attend a 9 month 3 hour weekly parenting program in their community. They make educational toys, attend class discussions in child growth and development, have home visits, are video taped interacting with their child, go on field trips to the library, circus, rodeo, and learn about different services in their communities.

While the parents learn in the center, their children also learn in the Avance Child Care Area. Parents learn to be the best parents they can be as well as develop a strong social support network.

The majority of Avance staff are graduates of the Avance program and serve as role models; they are encouraged to continue to grow and to "advance."

Avance has parents graduating from the parenting program who want to continue to grow beyond being a effective parent. Now they want a better life not only for their children, but also for themselves and for their families.

Many parents begin to set goals: some want to return to school; some want to obtain employment; many begin to realize that buying a car and a house can become a reality. Avance provides an opportunity for those parents interested in pursuing a better education by offering classes. Teachers from the state-supported educational service center and the local community colleges come to the Avance centers and teach English, basic skills, GED and college classes. Transportation and child care are provided by Avance.

Hundreds of adults have enrolled in the classes - many have received their GEDs and have taken college classes! One participant has become a schoolteacher and numerous others have obtained associate's degrees.

We have Avance graduates providing the Avance services, being our secretaries, accounting and research assistants. You will find them in banks, driving city buses, being teacher aides and nurses, and working for the city and federal governments. They have become productive and contributing members of society partaking of the fruits that this country has to offer.

Their children have a better opportunity to meet with academic success: they not only have a strong foundation, but they have parents who value education and who will become active partners in their educational careers.

The root of the problems that many low-income children experience stem from a family that cried out for help and never received it. There are many families like the Avance mothers who experience daily, continuous stress. But unlike Avance mothers, they have nowhere to go. Is it right, then, that the child's educational success or failure is to a large extent determined in the womb of the mother who will either foster of hinder his development - depending on whether she receives the support she needs to better help her child?

If we want to achieve equity in education, it is imperative that we begin during the child's critical

formative years (from conception to age four) by supporting the parents who are the child's first and most important teachers. Educational intervention must begin in the home, be community based, be comprehensive in scope, be preventive in nature and provide sequential services to children and parents. We must rebuild families and rebuild communities.

Fundamental changes need to occur in the educational, social, and political systems if one is to achieve equity and fairness. Educational reform and the strengthening of parental knowledge and family support are feasible, logical, doable solutions to the problems of high school dropout, illiteracy and the debilitating conditions associated with poverty that so many minorities and individuals are experiencing.

As a matter of social justice and equity, this agenda must move forward in all communities. With the Hispanic population soon becoming the largest minority, and the minority population becoming our majority at the turn of the century, we cannot afford to lose one child or one family to poverty and lack of education. By helping one child and one family in need, society as a whole will benefit. We should all have a vested interest in having all children get a good education - not only for the preservation of our democracy, the strengthening of our work force and our economy - but also because every person has a right to an adequate education that will help them become productive, contributing members of society which will enable them to

partake of the fruits that this country has to offer. They will be able to have a full life, experience liberty, and be better able to pursue a life of happiness - rights that our founding forefathers guaranteed to all its citizens; - including the Hispanic segment of the population.

National, state and local policies need to be established that will strengthen families and keep them together. Of all the industrialized countries of the world, only the United States and South Africa do not have a national policy on the family.

I recently returned from a two-week study tour of one of those industrialized countries, France, in which 98 percent of children 3 to 5 years of age are in free universal child care. There is also free universal health care for everyone. There is subsidized housing for the poor. Their poorest housing projects in France didn't look at all like ours. I know, because I requested to see their poorest communities. Every parent in France gets a family allowance for every child they have - everyone, regardless of income. Mothers get 16 weeks paid maternity leave from their employer, a benefit they get through the Social Security System. Their jobs are secured for them for up to two years.

Other nations see the family playing a vital role in the development of the nation's human resources. These nations want to support the family so that the children will develop well and become productive and responsible members

of society. They are the country's future work force, future leaders.

Children are not seen as personal properties of the parents, nor are these nations going to allow the children's development to be left to chance. They realize that each child can have a positive or negative impact on others and on the country, depending on how he is reared.

They see an investment in families and children as critical to the political and democratic strength of the country, to the national defense, to the economic development and to the stability and quality of life of each community.

They see that putting the money up front in prevention programs is less costly and more effective than treating the problem later. It is beyond the question of cost when across this country we cannot build enough jails to address the crime and drug problems.

Our nation as a democracy may be in danger as these children, who are growing up in unnurturing, unloving and sometimes hostile environments, begin to realize that they have been alienated, mistreated, and kept from having what they so rightfully deserve.

The fact is that these minority children - who are being deprived, watching endless hours of violence on television and soon becoming our majority - are a ticking time bomb, ready to explode into a social revolution.

Why do we have to wait to respond to an uncontrollable national crisis? The crisis of the poor, the homeless, the delinquent, the uneducated, the institutionalized can be alleviated and prevented by investing in families and children now, in their communities in a comprehensive manner.

For the past 16 years, Avance has been taking a national leadership role in supporting families at a time when it wasn't very popular. Avance has been fighting many battles to prove to San Antonio and to this nation the importance of supporting the family.

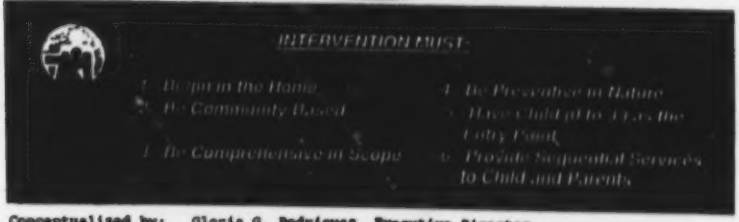
I do not want history to repeat itself, for it is said that the fall of the Roman Empire was due to the dissolution of the family - where parents ceased to care for their children and the children grew up caring about no one but themselves and their pleasures.

There was not love or respect for their fellow man and for law and order. The 1970s and the 1980s have been periods of the "me" generation and the materialistic "yuppie" generation. What we do now and into the 1990s will determine whether we can continue to preserve this great nation and its democracy into the next millennium.

At a time when society is becoming more complex technologically, at time when we are more vulnerable to communicable health diseases and when we are faced with possible instant annihilation, it is more imperative that we invest in our young children and support the family.

If immediate action is not taken now to help all families, especially low-income minority children and families, our national defense, our democracy, our country's moral fiber, our quality of life, our scientific technical advancement, our economic competitive edge in the world market, and eventually world peace may be adversely affected.

FAMILY INTERVENTION MODEL FOR HARD TO REACH FAMILIES


INTERVENTION MUST:
1. Be Community Based
3. Be Comprehensive in Scope
4. Be Preventive in Nature
5. Provide Sequential Services to Child and Parents

Conceptualized by: Gloria G. Rodriguez, Executive Director
1988 Avance Educational Programs for Parents and Children

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Chairman MILLER. Thank you.
Ms. Chavez?

STATEMENT OF LINDA CHAVEZ, SENIOR FELLOW, MANHATTAN INSTITUTE FOR POLICY RESEARCH, NEW YORK, NY

Ms. CHAVEZ. Thank you, Mr. Miller, Mr. Bliley and other members of the committee. I want, first of all, to thank you all for conferring on me a doctor of philosophy degree. I don't, in fact, have one. If I had completed my Ph.D., it would have been in English literature, specializing in Irish and English literature of the 20th century, so I am not sure it would be much use to me in this setting.

I am happy to be here this morning, in particular because I would like to talk about another side of the Hispanic story in the United States, a side that we don't hear very much about. This morning you will be treated to lot of statistics about the plight of Hispanics in the United States and much evidence of the decline in status of those Hispanics.

We tend in our concern for the poor and those who have been left behind in the economic progress of the United States to focus on Hispanics as if they were a monolithic group and as if the group were not in fact dynamic and constantly changing. I think in doing that we diminish the very real and significant progress that has taken place in the Hispanic community over the last 20 to 25 years, and the very real gains that ordinary Hispanic men and women are making for themselves on their own.

So I would like to talk a little bit about that this morning. I am not going to read from my prepared text, but rather just talk informally with you. Mr. Bliley has quite aptly described the various inter-ethnic divisions between the various ethnic groups that comprise the Hispanic population.

A professor from Johns Hopkins University, Professor Alejandro Portes, has referred to the idea of grouping all Hispanics together as creating a supra-ethnicity, pooling everyone as if we are all one great big Hispanic subgroup, and in fact there are very important inter-ethnic divisions. But in addition to those inter-ethnic divisions there is another division which I think explains more of what we continue to hear about the decline of Hispanics than any other single factor, and that is the very large portion of Hispanics who are in fact not native born, but are immigrants.

We tend to think of Hispanics in the United States as an indigenous, permanently disadvantaged minority group. I think a far more apt description of the Hispanic community is that of an emerging immigrant population.

Thirty-four percent of all Hispanics living in the United States as of June 1988 were, in fact, foreign born. If you include also first generation Hispanics you have well over a majority of the Hispanic population that was not, in fact, born in the United States, and it seems to me that when you consider that and think about that, you should harken back to the condition of other immigrant groups in the United States at other points in our history. I put forth to you the thesis that Hispanics today are much more like the immigrant Poles, Greeks, and Italians and even Jews of the early part of this

century than they are like a permanently disadvantaged underclass.

I will go into a couple of examples of the ways in which this influences our statistics in a moment. But I would also note that Dr. Hinojosa referred to the fact that the growth in the Hispanic community has been at least in large part the result of higher fertility. In fact that is not true.

In the 1980 census the Mexican origin population was approximately one quarter foreign born. Again, in June of 1988—the figures that are the most recent we have—the Mexican American population, according to the Census Bureau, was 31.4 percent foreign born. Even in this largest group the proportion of the foreign born is increasing.

Now, why does this matter? Well, rather than go into some statistical comparisons, I would like to use an analogy because I think it is one that sets out the problems of taking data and trying to use it without taking note of the very important characteristic of nativity when you are talking about the Hispanic population.

In various academic studies, we are very used to looking at comparisons between groups, between one point in time and another. For example, if we want to try and determine whether or not white Anglo students in school are doing better than Hispanic children, we might take a comparison and particularly if we had two groups that were perfectly matched otherwise, we might take a comparison group of one class of students that was Anglo and another class of students that was Hispanic.

And let's say we had 30 students in each of these classes, and we tested those students at the beginning of the year and we found out, for example, that one group, the Anglo group, scored at the median. But the next, the Hispanic group scored, let's say 20 percent below the median.

Then in order to try and determine whether or not the Hispanic children were keeping up and making progress over that school year we would test them again at the end of the school year. Let's say that when we took the second test we found that not only had the gap not closed but in fact the gap between the scores of the Anglos and Hispanic students had widened.

We might, from that, assume that in fact Hispanics were making much slower progress than were Anglo students. And that is exactly what happens when we look at the data on earnings, for example, between non-Hispanic white males and Hispanic males, and we find that—between the period 1982 and 1987, the wage gap between those groups actually grew when we compare median annual earnings.

But if we went back, and using our analogy, found out that using those two classes as comparison groups, the first class started out with 30 students and ended up with 30 students. They were basically the same students that had been in that class the entire time. But in the second class we had additional students join the class between September and June, and not only were these 10 new students, but half of these students, five of them, were brand new immigrant students, and they spoke not a word of English. Would we be surprised that in fact the median scores for that second class declined precipitously between that September and June setting? I

think not. I think we would know immediately that the scores of those new, non-English speaking students in fact significantly affected the median scores for the whole class, and that is exactly what I see happening in the Hispanic community.

Now, unfortunately, this thesis may have to wait until the 1990 census in order to be adequately proved because although we gather enormous mountains of statistics, we do not ask the single most important question we could ask in our census gathering data of Hispanics. And that is where were you born and when did you come to the United States if you were not in fact U.S. born.

And so our comparisons sometimes are inadequate. I cite in my prepared testimony the recent study that was put out by the Education Department called drop-out rates in the United States, 1988. One of the report's most dramatic findings was that nearly 36 percent of the nation's Hispanic students or persons between the ages of 16 and 24 were neither in school in October of 1988 nor were they high school graduates. Of that group nearly a third had a sixth grade education or less. These statistics were heralded in the New York Times, the Los Angeles Times, the Washington Post, and various of the other media as an example of very perilous state of education for Hispanics in the United States.

And, unfortunately, when you begin to examine the data, you find two problems with it. Number 1, the sample size that the department used was based on October current population surveys. The current population survey is a household survey that has approximately 60,000 households on the various months that it is taken.

Unfortunately, the size of the Hispanic population is so small on a monthly basis that every March the Census Bureau, in fact, increases or oversamples in Hispanic households in order to try and make sure that there is a sample large enough to have meaningful kinds of analysis done, but the Department of Education study did not use the March data.

It used the October data, with a very small sample size. I estimated the sample in that to be around a thousand. It may be somewhat more, somewhat less than that, and that was a very crude estimation, just based on the taking percentages of the total Hispanic population out of that 60,000 households. But worse than the sample size is the failure of the Department of Education to have anything to say about what influence the percentage of foreign born Hispanics had on their conclusions.

One of the things we know is that in 1980, the last year for which we have reliable data, of the foreign born Mexican population in the United States, 50 percent entered the United States with a 6th grade education. And so when I look at that data and I see that a third of the Hispanic students who have supposedly dropped out have a sixth grade education or less, automatic alarm signals go off in my head, and I assume that by and large we are talking about immigrants.

I think it is a very different issue whether or not we have a sizable population of Mexican immigrants who have come to the United States basically seeking work who have not only not dropped out of school, they have never dropped into the American educational system. That, to me, raises very different policy issues

than the presence of a large indigenous population of Mexican American students who are dropping out before the sixth grade.

In addition to what I have said about the percentage of the foreign born, that large cohort of foreign born persons do, in fact, exercise a downward influence on all of the statistics related to such things as income. An estimate I did of the 1980 census data showed that if you looked at the total Hispanic data for annual earnings and took out the foreign born, you found that it would have been about 10 percent higher than with the presence of the foreign born in that grouping.

Other studies, Professor Francisco Rivera Batiz of Rutgers University released a study last year at this time showing that in fact when you compare the earnings, the hourly earnings, of native born Hispanics and compare them to the non-Hispanic white population, you find that their hourly earnings are essentially identical and that, in fact, when you compare the earnings of immigrants you find that they, too, rapidly increase with time in the United States as the immigrants learn English and as they learn important job skills that make them more eligible to compete in our labor market.

Virtually all of the studies of immigrant wages show that all immigrant groups, including Hispanic immigrants, show very, very rapid increase. Within a period of somewhere between 10 and 20 years, earning gaps between native born persons and immigrants, in fact, disappear. For Mexicans, for example, the earnings between native born Mexican Americans and foreign born Mexicans disappear at about 15 years, and after that period the foreign born actually surpass the native born in earnings. That has a lot to do with the kind of motivation and essentially human capital characteristics that immigrants bring with them.

So what that says to me is that even though the statistics on Hispanics today may not show as much progress as we would like to see, the future looks quite good for individual Hispanics. We are not going to see a change in the overall statistics for the group until there comes a point when we don't continue to have people coming in at the bottom of the economic ladder and replenishing that flow at the very bottom of the group.

So long as we look at Hispanics as one large mass of people and don't look at them as individuals who, in fact, do make individual progress up that economic ladder, we will have a somewhat distorted image. Now, having said all of this, I do want to say that things are not as rosy as I have described them for each and every group, and in fact Puerto Ricans do not seem to show the same kind of progress, and in fact there are some very, very worrying trends in the Puerto Rican community, but also increasingly in the Mexican American community with regard to the disintegration of the family.

In Puerto Rican households, about half of all Puerto Rican households are headed by females without a male present, and about half of all Puerto Rican children today are born out of wedlock. While the rates for Mexican origin persons are not as high, about a quarter of all Mexican origin children are now being born out of wedlock.

I think these are very serious issues and one that I commend to your committee to study. Thank you.

[Prepared statement of Linda Chavez follows:]

PREPARED STATEMENT OF LINDA CHAVEZ, SENIOR FELLOW, MANHATTAN INSTITUTE FOR POLICY RESEARCH, NEW YORK, NY

MR. CHAIRMAN:

Thank you for providing me with this opportunity to testify before the Select Committee on Children, Youth and Families. I am particularly pleased to be able to strike a positive note about the condition and future of Hispanics in the United States.

Conventional wisdom-- from government, the media and many Latino leaders-- suggests that Hispanics are a permanently disadvantaged minority group. Other witnesses today will undoubtedly tell you that Hispanics earn less than non-Hispanic whites; that they are more likely to be unemployed and to live in poverty; that they are less educated and more likely to drop out of school than virtually any other group. And these witnesses will cite a mountain of statistics to prove such assertions. In fact, there is considerable evidence that Hispanics are making significant progress into the social and economic mainstream. But that evidence only emerges when the data are examined carefully. Unfortunately too much of what passes for scholarship in this area is deficient at best, misleading at worst.

A case in point is the report which was released by the Department of Education last week: "Dropout Rates in the United States: 1980." Secretary Lauro Cavazos described the report's findings with respect to Hispanic students as a "national tragedy." One of the report's most dramatic findings was that nearly 36 percent of the nation's Hispanics between the ages of 16 and 24 had neither completed high school nor were they in

school as of October 1988. Of these Hispanics, nearly a third had completed only 6 years of school or less.

These statistics are nothing less than shocking if taken at face value. And apparently The New York Times, other major media and the Secretary of Education did just that-- took the statistics at face value. The report is already being cited as one more piece of evidence that American society is woefully failing Hispanics, particularly Hispanic youth. But let's look a little more carefully at just what the Education Department's study found.

First of all the data is based on information from the Census Bureau's monthly Current Population Survey October Supplement, which includes specific questions on school attendance and education attainment. The Department acknowledges that the October Supplement is the only existing data source that can be used to estimate an annual national drop out rate or to estimate the number of dropouts nationally regardless of when they dropped out. But the Department fails to say much about the inadequacy of the October Supplement as a data base to describe what is happening to Hispanics.

In passing, the study notes that the sample of Hispanics in the survey is so small that all estimates for Hispanics are subject to much larger rates of error than for the other groups studied. The study does not give the exact sample size for the Hispanic population, but by extrapolation, it appears that only about 1000 Hispanics are included in the sample (15 to 24- year-

olds) out of a total of some 60,000 persons surveyed by the Census Bureau for their Current Population Survey October Supplement.[1] But while the small Hispanic sample size is indeed a problem, I believe a more serious problem is the inability to distinguish in the study between native born Hispanics and those who are foreign born. In this respect, the Department's study shares a common deficiency with most of other studies of Hispanics in the United States.

As of June 1988, some 34 percent of the Hispanic population living in the United States was foreign born (source: Current Population Survey). The foreign born probably made up less than a sixth of the Hispanic 14- to 24- year- olds in the school dropout study, however, because a smaller proportion of the foreign born than the native born Hispanic population is between the ages of 14 and 24. It is not possible to know from this data precisely when these persons immigrated to the United States, but I think it's fair to assume that many immigrated recently.[2] The information on nativity and on time of arrival are relevant to the School Dropout Study's findings on Hispanics because it is likely that foreign born Hispanics make up a disproportionate share of those identified in the study as having dropped out of

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[1] The estimate for the number of Hispanics was derived by estimating the number of Hispanics likely to have been surveyed (8.1 percent of 60,000) and the proportion of those who were within the age range studied (21 percent in 1988).

[2] In 1980, for example, the decennial census found that a third of the Mexican born population had immigrated in the previous five years.

school.

Indeed, the very term dropout may be a totally inappropriate way to describe many of these foreign born Hispanic students. Among Mexican born immigrants, for example, the median education attainment is a bare 6.1 years.' In other words, half of all adult Mexican immigrants come to the United States have completed only six years of education. Undoubtedly many of the Hispanics in the School Dropout study who were found to have "dropped out" of the U.S. school system never actually "dropped in" in the first place. They are recent arrivals from Mexico or other countries in Latin America who came to the United States to work not to attend school; and they came, by and large, with low levels of education from their own countries. Yet because the data base used in the study fails to identify the foreign-born, it is impossible to know whether the problem of school dropouts at the sixth grade level is anything more than a reflection of the large numbers of immigrants included in the sample.

It seems to me that such issues are not trivial for the entire discussion of Hispanic progress in the United States. Certainly the specter of thousands of American born Hispanic youngsters dropping out of school before the seventh grade has very different implications than does the presence in our society of thousands of young Latin American immigrants who have come here as young adults to seek the economic opportunity this

' 1980 Census Public Use Microdata Sample files.

country provides. Unfortunately, we don't really know which description best fits most of the so-called sixth grade dropouts in the Education Department's study.

In some other areas we do know about the effect of counting large numbers of recent immigrants in describing the social and economic condition of Hispanics. For example, we know that the presence of so large a cohort of recent immigrants among Hispanic depresses the average earning levels of the entire group by about 10 percent.' Between 1982 and 1987, the median family income of Hispanics went up only $1,300 (in constant 1987 dollars) while median family income for non-Hispanics went up $3,500. Most analysts cite such figures to prove that Hispanic progress is much slower than that of the non-Hispanic population. But such statistics are in some sense practically meaningless.

The Hispanic population is a highly dynamic one. In only five years-- between 1982 and 1987-- it grew by 25 percent. Much of this growth (particularly among the adult population) came from increased immigration-- legal and illegal. These Latin immigrants are likely to earn significantly less in the beginning than their native born peers. The good news is that this phenomenon is temporary for most immigrants. After about 15

' In 1980, the last year for which published data is available on the earnings differentials between native born and foreign born Hispanics, the overall median for all Mexican origin families was $14,510, but native born Mexican Americans had median family earnings of $16,010. Foreign born Mexican families earned only $13,005. The lower earnings of Mexican born persons depressed the overall median by about 10 percent.

years in the United States, the average Mexican immigrant's earnings will match (and later surpass) those of native born Mexican Americans.[1] As immigrants learn the skills necessary to succeed in this society-- especially the English language-- their earnings improve dramatically.[2]

Nonetheless, the continual flow of large numbers of new immigrants into the pool of Hispanic earners will continue to depress median earnings for the group even though significant progress may be occurring for both native born Hispanics and Latin immigrants who have been in the United States for some time. From a public policy point of view, however, it matters if the failure to close the wage gap between Hispanics and others in this society is the result of an ever replenishing supply of low-wage immigrant workers who enter the pool each year or reflects the failure of native born Hispanics to move up the economic ladder. I believe much of the stagnation reflected in statistics on Hispanic earnings and other socio-economic indicators can be

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[1] See Barry Chiswick, "The Economic Progress of Immigrants: Some apparently Universal Patterns," Contemporary Economic Problems 1979 (Washington, DC: American Enterprise Institute, 1979).

[2] A recent study by Rutgers professor Francisco L. Rivera-Batiz suggests that immigrants' earnings increase in direct proportion to an increased proficiency in English. Using data from the 1985 National Assessment of Education Progress Young Adult Literacy Assessment Survey, Batiz showed immigrants' median wages increasing from $5.36 an hour for those who had been in the U.S. less than 5 years to $7.03 an hour for those in the country 10 years or more (the average hourly earnings for all U.S. workers in 1985 were $6.20). At the same time, the median scores on an English language reading test went from 192 to 288; a score of 300 reflected a proficient English speaker.

explained by the large number of recent immigrants included in the data base. Since many analysts ignore this important variable and since the government publishes data broken out by nativity only once every ten years, it is often impossible to know precisely what is taking place in the Hispanic population from year to year.

On most measures of success, however, native born Hispanics appear to be making tremendous strides. Hourly earnings among native born Hispanics are nearly identical to those of non-Hispanic whites. In 1985, for example, averages hourly earnings among Hispanics were $6.50; among non-Hispanic whites they were $6.55.[1] In education, the median for all Hispanics is quickly approaching the national median. The median education attainment of the adult Hispanic population in 1988 was 12.4 years (up from 10.8 in the 1980 census). Among the Mexican origin population the median was 12.1 years despite nearly one third of this population having been born in Mexico-- one half of whom had barely a sixth grade education. Native born Hispanics-- despite the ominous report from the Department of Education-- appear to be staying in school longer. According to the Rand Corporation, which recently completed a study of Mexican immigrants in California, native born Mexican American students have a school drop out rate comparable to the state-wide average for all

[1] Rivera-Batiz, op cit.

students-- roughly 20 percent.[9]

This is not to say that there are no problems in the Hispanic community or that every group of Hispanics is faring equally well. Puerto Ricans living in the U.S.(whether born on the island or the mainland), for example, show disturbing signs of family disintegration, with alarming rates of out-of wedlock births (50 percent in 1984)[10] and female-headed households (44 percent in 1988). Moreover, Puerto Rican males are increasingly disappearing from the labor force. Their labor force participation rate is only 68.6 percent compared to 74.2 percent for the entire male population.[11] (Mexican immigrants by contrast have an exceptionally high labor force participation rate of 88 percent)[12] But even Puerto Ricans show tremendous diversity within their population: those Puerto Ricans who are actually in the labor force are doing well. In 1988, 32 percent of Puerto Rican men and 65 percent of women who were employed held white collar jobs; 15 percent of the men and 20 percent of the women were employed in managerial roles.

One of the most useful things this Committee could do to further the understanding of Latinos would be to begin to examine the Hispanic population as a complex and diverse community. The

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[9] "Current and Future Effects of Mexican Immigration in California," (Santa Monica: The Rand Corporation, 1986).

[10] National Center for Health Statistics, 1984.

[11] Current Population Survey, March 1988

[12] 1980 Census

tendency in recent years has been to lump all Hispanics together, to create a sense of what Professor Alejandro Portes calls "supraethnicity." By doing so, however, we tend to obscure important changes that are taking place in this community. We tend to ignore the progress of those Hispanics who have spent most of their lives in the United States and we sometimes exaggerate the plight of more recent immigrants, who-- according to all available data-- will make progress quickly as they gain experience living and working in the United States.

While there are still obstacles to Hispanic achievement-- too few Hispanics go on to college for example-- Hispanics should be given credit for having made important headway on the path to full economic and social integration in this society. For the federal government and Hispanic leaders to continuously propound the message that Hispanics are failing to move up in this society is both dishonest and does a tremendous disservice to the hard work and initiative of millions of Latino men and women.

Chairman Miller. Thank you.
Ms. Quiroz.

STATEMENT OF JULIE QUIROZ, SENIOR POLICY ANALYST, NATIONAL COUNCIL OF LA RAZA, WASHINGTON, DC

Ms. QUIROZ. Good morning, Mr. Chairman and Members of the Committee, my name is Julie Quiroz, and I am a senior policy analyst at the National Council of La Raza. I am also appearing before you today as Director of the Council's Hispanic Initiative on Long-Term Poverty, which is a special three-year research and advocacy project.

Mr. Chairman, I would like to sincerely thank you for providing this forum today on this very important issue. I would also like to thank the members of the Congressional Hispanic Caucus for their support of this hearing as well as recognize the outstanding work of Margarita Roque, Acting Director of the Caucus.

My remarks today will focus on the strengths of Hispanic families, the economic challenges facing those families, and implications for the future. As my testimony will be brief, I would also like to focus in my oral testimony primarily on Mexican American families and submit some more detailed information for the written record.

Chairman MILLER. Without objection.

Ms. QUIROZ. Thank you. Mr. Chairman, families play a critical role in maintaining Hispanic economic well-being. For example, recent research has found that although public assistance and social insurance are important mediating barriers to Hispanic poverty, the most important thing keeping Hispanic families out of poverty has been the increasing contribution of spouse earnings.

For example, in 1984, the poverty rate among Mexican American families would have been 33 percent higher without the additional earnings of spouses. This is significantly higher than the mediating effect on poverty that social insurance and public assistance programs have had.

Second of all, Hispanics have a strong work ethic. In 1987 over 40 percent of poor Hispanic households had a head of household that worked. Among these working poor families, 35 percent had a head of household that worked 50 weeks or more, and among poor Hispanic single mothers, 28 percent worked in 1987.

Research also shows that Hispanic families can withstand negative influence. One example is a recent California study of California public school students which found that the likelihood of children using alcohol and drugs increases with the amount of self-care, the amount of time they spend at home unsupervised.

It also found that while this correlation exists for Hispanic families, Hispanic children were less likely to take care of themselves, to be home alone because of the presence of extended families. According to our own study, we have also found that Hispanic families are also more likely to include the elderly.

In our study we found that in Hispanic families, Hispanic elderly are about twice as likely as black families to be living with the families of their children and about three times as likely as whites.

These are some of the most important examples of the strengths of Hispanic families. However, there are important signs of stress. As the committee itself, recognized in the ground-breaking 1985 study of Hispanic children, poverty among Hispanic children is severe and is growing.

Currently about 36 percent of Mexican American children live in poverty and over 50 percent of Puerto Rican children. The important thing to bear in mind here is that while the highest poverty rates are among children in single-parent households, this does not account for the growth in poverty among children.

The proportion of poor children living in single-parent households has remained about the same since 1978. Currently about three-fifths of Mexican American poor children live in two-parent households. This brings me to my second point. Poverty among children, growth in poverty among children is strongly associated with the loss of ground among Hispanic married couple families.

For example, in 1974 the poverty rate among Hispanic married couple families was 14.4 percent. In 1987 this had sky-rocketed to 18.1 percent. Poverty is also severe among Hispanics born in the United States. As Ms. Chavez referred to, most of our data comes from the 1980 census. If you take a good look at that data, you will find that the native born poverty rate, the poverty rate among Hispanic families headed by someone born in the United States, was 19.2 percent, which is still dramatically higher than the 7 percent experienced by white families in that year.

Hispanic poverty is clearly not just a function of immigrant poverty, although immigrants by and large on most statistics, do seem to be doing worse. There is also evidence of a growing income gap between Hispanics and non-Hispanics, particularly between Hispanics and white families.

In 1987 the median income of Mexican American families equaled only 62 percent the median family income of white families. This is 11 percent lower than the proportion it equaled in 1979, so among married couple families the loss of economic status is severe.

What are the public policy implications for you? First of all, earnings focused policies such as two that are currently being debated, the expansion of the earned income credit and raising the minimum wage would have important benefits for Hispanic families.

Two, Hispanic families can and will take advantage of increased opportunities such as proposed revisions to the Job Training Partnership Act and better enforcement of employment discrimination prohibitions. Third, high priority should be given to policies that reenforce the strengths of Hispanic, such as community-based education models, including the National Council of La Raza's Parents as Partners Program, and family focused social services such as the Guadalupe Center Teenage Pregnancies Program.

Another policy implication that would help reenforce Hispanic families would be flexibility in public assistance to housing which allows for larger families and permits the elderly to live with their children's families. These are just some of the most important public policy implications of Hispanic poverty.

In closing, I would like to thank you all once again for helping to bring forward some of the most important issues facing Hispanics in this time, and I would like to leave any questions that you all may have. Thank you.

[The prepared statement of Julie Quiroz follows:]

Prepared Statement of Julie Quiroz, Senior Policy Analyst, Policy Analysis Center, National Council of La Raza, Washington, DC

I. INTRODUCTION

Mr. Chairman and members of the Committee, my name is Julie Quiroz and I am a Senior Policy Analyst at the National Council of La Raza. I am also appearing before you in my capacity as director of the Council's Hispanic Initiative on Long-Term Poverty, a research and advocacy project established to develop strategies for addressing Hispanic poverty.

As the committee is aware, the National Council of La Raza is a Washington, D.C.-based national organization dedicated to improving life opportunities for Hispanics in the United States. The Council serves as a national umbrella organization for more than 100 local "affiliates" — Hispanic community-based groups which provide employment, education, health, housing, immigration, and social services to about one million Hispanics annually.

Mr. Chairman, I wish to express my appreciation to you for giving us the opportunity to present our views on the economic status of Hispanic children and families in the U.S. I would also like to thank the members of the Congressional Hispanic Caucus for their support for this hearing, and recognize the outstanding work of Ms. Margarita Roque, Acting Director of the Caucus. My remarks today will focus on the strengths of Hispanic families, the economic challenges they face, and the public policy implications of these findings.

II. ANALYSIS

A. The Strengths of Hispanic Families

Families play a critical role in maintaining Hispanics' economic well-being. According to the Census Bureau's Current Population Survey, Hispanics are more likely to live in families than is the overall U.S. population. And, although there is an increasingly smaller proportion of extended families among all U.S. populations, Hispanics — particularly Mexican Americans — are still more likely than Whites to live in extended families. The family provides an important strength in Hispanic society and an important contribution to the nation. The Hispanic family can also hold great economic significance, providing the support with which Hispanics can respond to economic and social challenges. Recent research provides a number of examples which illustrate this support:

(1) Spouse Earnings Provide Increasing Support for Hispanic Families. Using Census Bureau data, Lief Jensen and Marta Tienda have found that among Hispanic married-couple families, spouse earnings have had a greater impact on poverty rates than public assistance and social insurance. In 1979, the poverty rate among Mexican American families would have been 28% higher had it not been for spouse earnings. In 1984, their poverty rate would have been 33% higher without these additional earnings. Among Puerto Rican married-couple families, the poverty rate without spouse contributions would have been 28% higher in 1979, and 48% higher in 1984. In comparison to the impact of spouse earnings, the impact of public assistance and social insurance on Hispanic family poverty rates

was relatively small. In 1979, without public assistance and social insurance, the poverty rate among Mexican married-couple families would have been 18% higher, and in 1984, 17% higher. The 1979 poverty rate for Puerto Rican married-couple families would have been 13% higher without public assistance and social insurance; in 1984, 29% higher. Although public assistance and social insurance have had an important impact on Hispanic poverty, this impact has been smaller than the impact of spouse earnings.

(2) Hispanics Families Have A Strong Work Ethic. In our analyses of Census Bureau data, the National Council of La Raza has found that a strong work ethic exists among Hispanic families. In 1987, over 40% of poor Hispanic families had a head of household that worked. Thirty-five percent of working poor Hispanic families had a head of household that worked 50 weeks or more. Among poor Hispanic single mothers, 28% worked. Although the unemployment rate of Mexican American men is almost double that of White men, Mexican American men's labor force participation rate is about 5 percentage points higher. And, although the labor force participation rate of Puerto Rican men falls about 4 percentage points below that of White men, Puerto Rican men's unemployment rate exceeds that of White men by about 5 percentage points.

(3) Hispanic Families Can Withstand Negative Influences. Many studies indicate that Hispanic families have the ability to withstand negative influences. For example, a recent study of 8,000 California public school students found that the greater the amount of time children spend alone without supervision, the greater the risk of alcohol and drug use. This study, conducted by the University of Southern California and funded by the National Institute On Drug

Abuse, found the same correlation among Hispanic children, but also found that Hispanic children are less likely to be left alone because of the high proportion of extended families among Hispanics. Hispanic families are also more likely to include the elderly. In a National Council of La Raza study of the Hispanic elderly, we found that the Hispanic elderly are about twice as likely to be living with their children's family than are Blacks, and about three times as likely as Whites.

These and other examples illustrate the strengths of Hispanic families. However, there are also clear signs of stress.

B. Signs of Stress

(1) Poverty Among Hispanic Children. As the Committee recognized in commissioning the ground-breaking 1985 Congressional Research Service study, one of the most alarming indicators of stress among Hispanic families is the high number of Hispanic children that live in poverty. About 36% of Mexican American children are poor, as are over 50% of Puerto Rican children. Although children of single mothers have the highest poverty rates of all children, over 3/5 of Mexican American poor children live in two-parent families; among Puerto Rican poor children, only 1/5 live in two-parent families. The proportions of poor Hispanic children in married-couple families has remained about the same since 1978.

(2) Poverty Among Married-Couple Families. Increasing poverty among Hispanic married-couple families is closely tied to Hispanic children's poverty. In 1974,

the poverty rate among Hispanic married-couple families was 14.4%, rising to 16.6% in 1984 and 18.1% in 1987 — overall, a 26% increase. Hispanic married-couple families have higher rates of poverty than either Black or White families, and the rate of increase in poverty has been higher for Hispanic families than it has been for either Black or White families.

(3) Poverty Among Families Headed By Native-Born Hispanics. The families of native-born Hispanics have significantly higher poverty rates than White families. For example, in the 1980 Census, the most recent source of such information, the inclusion of data on foreign-born Mexican American families raised the poverty rate above what it would have been if only native-born Mexican Americans had been counted. However, the increase was only 4.8 percentage points, leaving the native born Mexican American poverty rate of 19.2% still significantly higher than the 7.4% experienced by White families. The same is true for Puerto Ricans: the difference between the poverty rates of mainland-born versus island-born Puerto Ricans was 6.2 percentage points, with island-born Puerto Ricans bringing the overall Puerto Rican rate to 33.4%. The 28.4% poverty rate experienced by mainland-born Puerto Ricans was close to the 30% poverty rate among Black families and dramatically higher than the 7% poverty rate among White families.

(4) The Growing Income Gap Between Hispanics and Whites. The income gap between Hispanic families and White families is growing. In 1987, the median income of Mexican American families equaled 62% of White families median income — 11% lower than the proportion it equaled in 1979. For Puerto Rican families, their median income equaled a remarkably low 47% of White families' median

income, 5% lower than the proportion it equaled in 1979.

C. Implications for the Future

Evidence of the strengths of Hispanic families, as well as indications of the stresses they face, have important implications for policy makers.

(1) Earnings-focused policies are a high priority for Hispanic families. Increasing and maximizing earnings will complement Hispanic families' efforts to stay out of poverty. Two current proposals, expansion of the Earned Income Credit and increasing the minimum wage, would have a significant beneficial impact on the economic well-being of Hispanic families.

(2) Hispanic families can and will take advantage of increased opportunities. Policies for addressing Hispanic poverty should include skills training and re-training and the elimination of barriers to decent jobs. For example,

- The Job Training Partnership Act. Proposed revisions in the Job Training Partnership Act (JTPA) can help ensure provision of better job training to more Hispanics.

- Civil Rights Enforcement. Better enforcement of employment discrimination prohibitions can provide Hispanics' access to good jobs.

(3) High priority should be given to policies that preserve and reinforce the

strengths of Hispanic families. For example:

Community-based education models, such as the National Council of La Raza's Parents As Partners program. In this program, community-based organizations help Hispanic parents become part of their children's educational success.

- Family-focused social services, such as the Guadalupe Center's teenage pregnancy program. In this program, a long-standing community organization addresses the needs of both the teenage mother and her family.

- More flexible housing assistance regulations which provide for larger families and permit the elderly to live with their children and grandchildren in assisted housing.

These are just some of the most important policy priorities for addressing poverty among Hispanic children and families.

In closing, Mr. Chairman, I would like to thank you once again for providing a forum for identifying the critical issues facing Hispanic families and children. I would now like to entertain any questions the Committee may have.

Chairman MILLER. Dr. Rivera.

STATEMENT OF RAQUEL OVRYN RIVERA, PH.D., STAFF ASSOCIATE, COMMITTEE FOR PUBLIC POLICY RESEARCH ON CONTEMPORARY HISPANIC ISSUES, SOCIAL SCIENCE RESEARCH COUNCIL, NEW YORK, NY

Ms. RIVERA. Good morning, Mr. Chairman and members of the committee. Thank you for inviting me to speak to the committee about the Puerto Rican population. I would like to commend the committee for taking up the issue of Hispanic poverty and for paying particular attention to the Puerto Rican population.

I wish, like Ms. Chavez, I could focus on the gradual upward mobility of the Puerto Rican population of the United States, but unfortunately that is not possible. My purpose in coming here today is to discuss the severity of poverty amongst Puerto Ricans and to recommend policies designed to help working poor families and families dependent upon public assistance move out of poverty.

Currently there are approximately 3.2 million inhabitants of the Island of Puerto Rico and approximately 2.5 million Puerto Ricans living in the Continental United States. Puerto Ricans began to migrate to the mainland in large numbers beginning in the 1940's, drawn to New York by the lure of low-skilled manufacturing jobs when there were limited employment opportunities on the island.

As a consequence of low education and limited occupational skills, Puerto Ricans have consistently been concentrated in low-skilled jobs. Largely excluded from the sectors that have been the main sources of economic growth, such as high technology, manufacturing, and advanced business sectors, Puerto Ricans continue to be segregated in low status, low wage, low skilled, unstable jobs.

While Puerto Ricans on the mainland make up a very small percentage of the nation's population, their importance for our discussion today stems from the fact that they are the poorest group in the nation as measured by every single socio-economic indicator with more than 50 percent of Puerto Rican children living in poverty.

Yet, policy-makers and the public have failed to recognize the severity of poverty in the Puerto Rican community. Consequently, public officials have failed to initiate policies which would effectively confront the roots of that poverty. Every major study has shown that Puerto Ricans are disproportionately poor and experiencing downward mobility. This is substantiated by the national data and by the data for New York City where the majority of Puerto Ricans are still concentrated. Of all Hispanic groups, Puerto Ricans have the lowest labor force participation, the highest poverty rates, the highest unemployment levels, the highest rate of families headed by women, the highest incidence of welfare utilization, the highest incidence of low birth weight and the highest rate of high school dropout.

In 1986 the median family income for Puerto Ricans nationally was $14,000, and for New York City, where as I said the majority are concentrated, it was $10,000. Yes, the median family income was equivalent to the 1987 poverty rate for a family of three. The most serious consequence of the dislocation of Puerto Rican work-

ers and its result and the poverty has been the rapid deterioration of the Puerto Rican family and the enormous rise in poverty for Puerto Rican children.

The first clue to understanding children's poverty, lies as you know, in understanding family structure. In 1986 the census reported that nationally 43 percent of Puerto Rican households were headed by women. In New York city 65 percent of Puerto Rican households are headed by women. This is the highest rate of single-headed households for any group in the city. According to the CPS in 1986, 68 percent of Puerto Rican children lived in families with incomes below the poverty level. Sixty percent of these families received public assistance and food assistance. More than half of the children born to Puerto Rican women in 1986 were born to women who were living in poverty.

At the same time, it is important to understand that a significant proportion of Puerto Rican children living in poverty are living in two-parent households. Poverty among two-parent families is a significant component of Hispanic poverty in the 1980's and a significant component of Puerto Rican poverty. The poverty rates of children in two-parent families can be traced almost entirely to labor market forces shaping the economy particularly wages and employment. A full-time job paying the minimum wage cannot support even two persons above the poverty level. Two adults, one working full-time, the other working part-time, leave a family of four almost $2,000 below the poverty level.

Puerto Ricans have the highest rate of unemployment. Puerto Rican males in 1987 had an unemployment rate triple that of non-Hispanic white males and double that of non-Hispanic black males. As I said before, since the 1940's, Puerto Ricans have been locked into low wage, low skilled jobs. The severe economic decline and industrial restructuring that occurred in the 1970's moved Puerto Ricans out of the labor market, particularly women working in the garment district, from which they have never recovered.

On average, less than half of Puerto Rican New Yorkers over the age of 25 have a high school diploma. Economic pressures, combined with racial segregation, have resulted in Puerto Ricans living in some of the poorest, most segregated, most disadvantaged neighborhoods in the country. In New York city, although Puerto Ricans have the lowest income, they pay the largest proportions of their income for rent.

Throughout the decade, policy analysts and public officials have struggled to provide more and better programs to deal effectively with the symptoms of poverty and the consequences of not investing in the nation's poor. A number of policies have been suggested which could help working poor Puerto Rican families whose annual earnings do not lift them out of poverty. If the minimum wage were restored to the level at which it was maintained during the 1960's and 1970's, it would have to be raised to $5.40 in 1992. That level would ensure that a family of four with one full-time worker could avoid poverty. Raising the wage to $4.55, as has been discussed, would not be sufficient.

Expanding the earned income tax credit would be similar to a pay increase for the poor and would cause minimal problems in the labor market. A refundable tax credit for families with children

would also benefit families, although it would, obviously, cost more. Providing medical coverage to families who have low earnings but are not dependent on public assistance is also a necessity.

In order to assist Puerto Rican families dependent upon public assistance, the majority of which are headed by women, public officials need to develop community based programs that provide services to all members of low income families. I am talking here about providing services to women, children, and men, not simply targeting programs to women and their children. To offer services in this fashion, cities need to design programs and offer services to families as a unit, offering services, as I said, to women, children, and men.

In no state are welfare benefits high enough to keep families out of poverty. The poverty rate of single mothers who do not work is almost 90 percent. In order to make it possible for women with children to work, women whose skills and educational level keep them in the lowest paying, most unstable sectors of the labor market, these women must be guaranteed jobs at a decent wage, with minimum benefits and child care allowances.

City governments need to link child care and jobs training programs to economic development in Puerto Rican communities at the local level. Further, cities need to develop better vocational and academic programs for Puerto Rican children, particularly adolescents. This would include expanding existing counseling programs and employment assistance programs and increasing school and business partnerships to guarantee that non-college bound high school students are guaranteed a job when they get out of school. Obviously for cities to implement such programs require that they be supported and encouraged at the Federal level.

Thank you for the opportunity to speak before you. I wish to request that my written testimony be submitted, given the brevity of this statement.

[Prepared statement of Raquel Ovryn Rivera follows:]

PREPARED STATEMENT OF RAQUEL OVRYN RIVERA, IUP/SSRC COMMITTEE FOR PUBLIC POLICY RESEARCH ON CONTEMPORARY HISPANIC ISSUES, NEW YORK, NY

Mr. Chairman and members of the committee, my name is Dr. Raquel Ovryn Rivera. I want to thank you for inviting me to speak to the committee about the Puerto Rican population. I also want to commend the committee for taking up the issue of Puerto Rican poverty and for recognizing the importance of focusing on the particular needs of the Hispanic population.

I am a sociologist with expertise in urban sociology, ethnicity and pluralism in the United States, and the Hispanic population. Currently, I am engaged in a study of Puerto Rican poverty in New York City which ..... I also staff the Joint Committee for Public Policy Research on Contemporary Hispanic Issues at the Social Science Research Council. The committee exists to support basic research on the Hispanic population and to strengthen the capacity of scholars to engage in research in an interdisciplinary, comparative fashion. Composed of the most prominent reseschers in the field, and working closely with the Inter-University Program for Latino Research, the committee's program has supported research on Hispanics which is available to policy analysts and public officials, like yourselves, to inform the debates and formation of policies which affect Hispanics.

My purpose in coming here today is to discuss the severity of poverty in the Puerto Rican community and to recommend policies designed to help working poor families and gradually move Puerto Ricans out dependency upon public assistance and into self sufficiency.

Currently, there are approximately 3.2 million inhabitants of the island of Puerto Rico and approximately 2.5 million Puerto Ricans living in the continental United States. Puerto Ricans began to migrate to the mainland in large numbers beginning in the 1940s, drawn to New York by the lure of low-skilled manufacturing jobs when their were limited employment opportunities on the island. As a consequence of low education and limited occupational skills, Puerto Ricans have always been concentrated in low skilled jobs. Largely excluded from the sectors that have been the main source of

economic growth, such as high technology manufacturing and advanced business sectors, Puerto Ricans continue to be segregated in low status, low wage, low skilled, unstable jobs.

While Puerto Ricans on the mainland make up a very small percentage of the nation's population, their importance for our discussion today stems from the fact that they are the poorest group in the nation as measured by every socioeconomic indicator with more than 50% of Puerto Rican children living in poverty. Yet, policy makers and the public have failed to recognize the severity of poverty in the Puerto Rican community. Consequently, public officials have failed to initiate policies which effectively confront the roots of poverty in the Puerto Rican community.

Unlike all other groups, Puerto Ricans are experiencing downward mobility. Every major study has shown that Puerto Ricans are disproportionately poor. This is substantiated by national data and by data for New York City, where the greatest numbers of Puerto Ricans are concentrated (Tienda, 1988).

Of all Hispanic groups, Puerto Ricans have the lowest labor force participation, the highest poverty rates, the highest unemployment levels, the highest rate of families headed by women, the highest incidence of welfare utilization, the highest incidence of low birth weight, and the highest rate of high school drop out. In 1986, the median family income for Puerto Ricans nationally was $14,584 (Census, 1986). For Puerto Ricans in New York the median family income was $10,000 (Ovryn Rivera, 1988), equivalent to the 1987 poverty line for a family of three.

The most serious consequence of the dislocation of Puerto Rican workers and its resultant poverty has been the rapid deterioration of the intact Puerto Rican family and the enormous rise in the number of Puerto Rican children living in poverty. The first clue to understanding children's poverty comes from looking at family structure (Bane and Ellwood, 1989).

In 1986 the Census reported that nationally, 43% of Puerto Rican households were headed by women. In New York City 65% of all Puerto Rican households consisted of a single adult with children, primarily headed by women. This is the highest rate of any group in the city (Falcon, 1989). According to the Current Population Survey in 1986 68% of Puerto Rican children lived in families with incomes below the poverty level. Almost 60% of these families received public assistance and food stamps. That same year more than half of the children born to Puerto Rican women in New York City were covered by Medicaid (Department of Health, Vital Statistics). Medicaid is a fairly reliable index of poverty since the eligibility levels are well below the poverty level. Thus, it is reasonable to conclude that almost 60% of the Puerto Rican children born in 1986 were born into families living in poverty. Nationwide, Puerto Rican mothers are at a greater risk for a low birthweight birth than other Hispanic mothers (Rosenberg, 1989).

At the same time it is important to understand that a substantial proportion of Puerto Rican children living in poverty are living in two-parent households. Poverty among two-parent families is a significant component of children's poverty in the 1980s. The poverty rates of children in two-parent families can be traced almost entirely to larger forces shaping the economy, specifically, wages and employment. A full-time job paying the minimum wage ($3.35/hour) cannot support even two persons above the current poverty line. Two adults, one working full-time the other part-time leave a family of four almost $2000. below the poverty line. In 1987, 13% of year-round, full-time male workers had earnings below the poverty line for a family of four (Bane and Ellwood, 1989). Puerto Ricans have the highest rate of unemployment of all ethnic and racial groups. In 1987, Puerto Rican males in New York City had an unemployment rate triple that of non-Hispanic white males and double that of non-Hispanic black males.

Since the 1940s, Puerto Ricans have been locked into low wage, low-skilled jobs. The severe economic decline and industrial restructuring which occurred after 1970 in

the Northeast, where the majority of Puerto Ricans are concentrated, resulted in massive displacement of Puerto Rican workers in the textile and garment industries, from which Puerto Ricans workers, particularly women, have never recovered.

On average, Puerto Rican household heads have a tenth grade education (Census 1986, Tienda and Sandifur 1988). Less than half of Puerto Rican New Yorkers over the age of twenty-five have a high school diploma. The fact that Puerto Rican adolescents have the highest drop out rate of all Hispanics has made it increasingly difficult for Puerto Ricans to find year-round, full-time employment in a region that places a high value on education and training. In 1985 more than half of the Puerto Rican women who gave birth had not graduated from high school.

Economic pressures, combined with residential segregaton, have resulted in Puerto Ricans living in some of the poorest, most segregated, most disadvantaged neighborhoods. In New York City, for example, although Puerto Ricans are the group with the lowest income of all groups in the city, they also pay the highest percentage of their income for rent (Falcon, 1989).

Throughout the decade policy analysts and public officials have struggled to produce more and better programs designed to deal with the latest symptoms of poverty and the consequences of not investing in the nation's poor population. A number of policies have been suggested which could help Puerto Rican families whose annual earnings do not lift them out of poverty. If the minimum wage were restored to the level it was maintained at during the 1960s and 1970s, it would have to be raised to $5.40 in 1992. That level would ensure that a family of three with a full time worker would avoid poverty. Raising the wage to $4.55 would not be sufficient. Expanding the Earned Income Tax Credit would be similar to a pay increase for the poor and would cause minimal problems in the labor market. A refundable tax credit for families with children would also benefit poor families, though the cost would be higher. Providing medical

coverage to families with low earnings who are not dependent upon public assistance is also important (Bane and Ellwood, 1989).

In order to assist Puerto Rican families dependent upon public assistance, the majority of which are headed by women, cities need to develop community based programs that provide services to all members of low-income families in a coordinated and comprehensive fashion. To offer services in this fashion, cities need to design programs and offer services to families as a comprehensive unit, offering services to women, children, and men. In no state are welfare benefits high enough to keep families out of poverty. The poverty rate of single mothers who do not work is almost 90% (Bane and Ellwood, 1989). In order to make it possible for women with children to work, women whose skill and educational levels keep them in the lowest paying, most unstable sector of the labor market much be guarenteed a decent wage, medical benefits, and child care allowances.

City governments should link employment and training programs to economic development in Puerto Rican communities at the local level and to projects funded by the cities. Finally, cities need to better design vocational and academic programming offered to Puerto Rican adolescents. This would include expanding existing counselling and employment assistance programs and school and business partnerships to guarantee that non-college bound high school graduates leave high school with a diploma and a job. Obviously, for cities to impliment such programs requires that they be supported and encouraged in their efforts at the federal level.

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Chairman MILLER. Without objection.

I had mentioned to Congressman Bliley at the beginning of the hearing, I said if you read Dr. Hinojosa's testimony and Ms. Chavez' testimony that if you had appeared at the different parts of the hearing today, people would have walked out of the room with different views of the status of Hispanic children and their families, and recognizing this could you comment, if you will, Dr. Hinojosa, how do we reconcile these two different issues?

Ms. Chavez, obviously you can comment on this, too.

Mr. HINOJOSA. The fact of the matter is, there is increasing inequality within the Latino community. This inequality is increasing more rapidly than within any other group of the population. In other words, there is a group of the Latino population that is making strides. They include Latinos of a certain socio-economic and geographical locality that have been able to achieve some level of college and graduate education, and are thus making some strides.

However, a couple of points must be made. Immigrants are definitely not the source of the growth of the population of Latinos in the United States. The primary source is clearly an issue of fertility. If it were not, we would have to make very high projections of the rate of growth of immigrants that even the INS wouldn't bother suggest.

Due to these extremely high rates of fertility, the ratio of domestic to foreign has been dropping precipitously, especially since 1960. All the indications show this is going to continue into the future. But I would suggest the following, that what is happening is that immigrants who are coming in, and I totally agree with Ms. Chavez' point, and all the data indicates this, that they are the ones that should exhibit the fastest growing incomes. Now, if it were the case that immigrants are becoming a larger part of the population that then we would not expect to have falling Latino incomes in the way we are having them. A very interesting study on dropouts show that dropout rates actually are a problem of the second and third generations not new immigrants. Dr. Jorge Chapa studies are the most extensive that have been done on drop-out rates that shows this.

In other words, a very important comment that must be made again with the reference to the assertion by Ms. Chavez, that Latinos are just one more immigrant group. Just like the others that will be able to go up the ladder, is that communities of the Latino type are facing a very, very different economic situations that is totally different from what we have seen throughout the 20th century.

This is very much part of the problem that is closing off avenues of Latino economic advancement, especially for those who have been here two or three generations, like the Puerto Ricans. Puerto Ricans have experienced one extreme dislocation after the other. The impact of economic dislocation on communities of second and third generations are extremely devastating in terms of the cohesion of the family and the ability to maintain economic progress.

Only small select few were able to break through, when there was progress to be made through the job market——

Chairman MILLER. Let me interrupt you. Are you saying that as opposed to what Ms. Chavez says that in fact for the future of these immigrant families, in fact it may be very different than previous immigrant ethnic groups?

Mr. HINOJOSA. There is no doubt about it. Most studies on this subject clearly indicate that there is a very big difference, particularly with respect to the East Europeans that came in just when industry was booming in this country and were absorbed into blue collar jobs. On that basis their families moved out to the suburbs.

This is not the type of future we are looking at in the next 30 years of the U.S. economy.

Chairman MILLER. Ms. Chavez?

Ms. CHAVEZ. Let me quickly respond. While Dr. Hinojosa is correct that the bulk of the growth in the Hispanic population is in fact the result of higher fertility rates, that still does not diminish the significance of my statement that the proportion of persons who are foreign born, is in fact, increasing, and it is specifically increasing in the Mexican origin population.

As I mentioned, it has gone from about a quarter of the population in 1980 to over 30 percent in 1988, but besides that, I think the problem that we are having here, we are not really talking about, we are not really looking at it as differently as we appear to be.

What Dr. Hinojosa is doing is taking a snapshot in time. He's taking several snapshots and then trying to compare one to another, and what I am talking about is sort of a moving picture. Every year about 400,000 Latin immigrants come to the United States, about 200,000 of these come legally, and according to conservative estimates from the Department of Labor, between 100 and 300,000 persons come here illegally.

I would estimate about two-thirds of that figure being Latin, of Latin origin, so just for the sake of argument, about 400,000 persons are coming here each year. Now, when you throw them into the mix, they start out at the very, very bottom, and, yes, there are many very poor people in the Hispanic community in the United States.

What I am suggesting is that they will not be permanently poor, that given time here and given opportunity to learn English and to learn the skills necessary to compete in this society, they will, in fact, be like previous immigrant groups. And I am sorry, but I don't agree with Dr. Hinojosa about the studies.

Ms. RODRIGUEZ. Excuse me, if I can add to your comment that unlike previous immigrant groups, especially the first wave of immigrants that came in from Europe, today's immigrants do not have the same opportunities that those immigrants had. They had settlement homes that taught the immigrants the language. They found them jobs. They helped them assimilate into the culture, and therefore, they were able to become productive members of society much faster than today's immigrants who are not supported. Current research shows that those immigrants that are not supported with these opportunities are more isolated and have a lot of problems.

The research that has been done by Dr. Manuel Ramirez shows that these immigrants have acculturation problems in the first generation and again in the third generation because no one has

supported them to assimilate and become productive members of society.

Ms. CHAVEZ. If I could just——

Ms. RODRIGUEZ. Let me go back to that statement that supports the families.

Chairman MILLER. Let's let Ms. Chavez finish her statement.

Ms. CHAVEZ. Let me interrupt there. I think what Ms. Rodriguez is saying is important. No one is stopping Hispanic organizations from doing what previous groups have done, start those settlement houses and those communities. As you may well know, in early 20th century America there were not enormous government programs to ease the plight of new immigrants.

In fact, those efforts were supported by the community, and Ms. Rodriguez and others are, in fact, involved in community-based organizations. But let's not suggest that somehow this is totally the government's responsibility. This is our responsibility. This is the people's at this table responsibility.

Chairman MILLER. Let me, if I might, interject. I couldn't agree more in terms of, I think, the obligations of ethnic communities to provide some of those transitions and those supports.

But in the time that I have been on this select committee, one of the things that appears to be fairly clear and constant and that is that poverty is a predictor.

And Ms. Quiroz, in your testimony and along with the various statistical workups that staff has put together, while we may be treated to the fact that the people will move through here on a transitional basis, they may come in at the bottom and may move out and be very successful.

We are still treated to a population here that is suffering severe poverty and severe poverty almost by any comparison.

And one of the things that suggests to me on this subcommittee that will spin off a disproportionate number of casualties within this population.

However, we measure the dropout rate and when—and however we measure employment and wages, we still continue to see incredible disparities and just simply an unacceptable number of individuals, either children or parents, who are living in poverty.

And what that has told us almost for any group in America is that these people are going to suffer a disproportionate number of these sort of adverse problems that families suffer in this country.

I would just like, if I might for a second, to say that this is an example of what can be done in an integrated fashion for families in trouble. But the numbers are a little overwhelming here in terms of our addressing these problems.

These are not all governmental problems, but if people are working and families are intact and both working, and they still suffer poverty, it seems to me that at some point an income policy has to be thought about here.

We are debating and in agreement here on earned income tax credits and those sort of proposals. But absent that, I don't know what else we could do in terms of closing these gaps.

The front page of the New York Times today, I haven't read this story, but it suggests that all American children are being treated to an education that isn't educating them fast enough or well

enough for the purposes of integrating them into a changing job market.

The statistics suggest that that will be even more so for minority children, and in today's hearing, the Hispanic children. How do we overcome those numbers?

Ms. CHAVEZ. Could I respond just briefly?

We are never going to overcome the numbers as long as we keep having people come in at the bottom. If we are only worried about statistics, the simpliest, clearest way to do it would be to close our doors.

Now, let me say categorically and emphatically I would be very opposed to that. I think our immigration policy is too restrictive. We should be letting in more people.

But if all we are worried about is statistics and not people, we could make the statistics look better if we closed our doors and didn't let any more people come in on the bottom.

But we need to be worried about people and what opportunities they have, and we should be making sure——

Chairman MILLER. What would trouble me in that argument is that the same thing is happening in the Anglo population, in the white population and the non-minority population in terms of the impoverishment of children, what have you.

But however we measure, we pull it out, we see the huge disparity. You may close the doors. I don't know how many people we actually move out of poverty if that were the case.

But we would have a huge segment of the population that we are counting on to contribute to the economy in the next several decades.

The question is, how do you take this many people living in poverty and get them ready to participate in the economy?

Ms. RODRIGUEZ. That segment is growing day by day. We see a lot of middle-class families losing their homes and their jobs only because the family, whatever color it is, is not being supported with day care, with family allowance, with adequate wages.

These are policy issues that government needs to address. We do not only get the support from the government, we have volunteers, we have United Way and foundations and especially the private sector to bring about these kinds of problems that support the family. We just need more of them.

Mr. HINOJOSA. If I may comment on this point, it seems to me that there are two types of issues. One is there is clearly a need to concentrate on income policy issues and on the education dimensions of these problems if there is going to be some immediate relief in terms of relative economic position of the working poor and some of the prospects of educational mobility.

But let me suggest that we really are facing a very different world right now. I think we are going to be having to rethink a lot of the ways that we have thought about poverty and moving out poverty, particularly in relationship, like I say, to this very different group of Latino immigrants.

Let me talk about how we can take another look at these issues. If you look at the issue of immigration, and I will concede the point that immigration is an important yet decreasing factor; immigration is primarily a phenomenon coming from Mexico and Central

America. Given this fact, we cannot be serious about making policy for Latinos in the United States if we are not conscious of the incredible economic destruction that has occurred in the areas south of the border in the last decade.

In the last decade, real wages of people in Mexico have not dropped 15 percent but more like 55 percent, all right? We are also talking about a severe situation in Central America on a similar dimension.

A very interesting tie-in occurs through the debt crisis. The most important export market of the United States in manufacturing, which was an important base of support for employment in the United States, was destroyed with the advent of the debt crisis in the Latin American.

Thus, public policy with respect to Latinos has important things to say about our general relationship with the countries immediately south of the border, and they must be included in an overall policy approach to the future of the Latinos in the U.S.

Chairman MILLER. Mr. Bliley.

Mr. BLILEY. Thank you, Mr. Chairman.

What are the reasons that Hispanic students are dropping out of schools so much faster than others?

Mr. HINOJOSA. There are a wide variety of different issues. Like I was saying, some of the best studies that have been done indicate that a lot has to do with the second or third generation, people who have already lived with certain types of expectations of success in the U.S. economy and society.

The types of interviews that have been done on these children show that they feel that—for what they are expected to do to be "successful" in this economy—finishing high school is not the avenue of quick success.

A great deal of people, nevertheless, have immediate economic necessity to go out to work in the different sectors of society. What we see, is young immigrants come in with different sets of expectations as to their economic advancement, and they will work and they will work very hard in low paying jobs and feel that they are getting ahead.

For these second and third generation inner-city Latinos, and also some of the poor rural, they feel that, and in fact they have a point, high school will not pay off that much. The payoffs of finishing high school, are less and less and less in real income if you compare it to the 1960s into the 1970s.

So I think we need to have a variety of programs however that does improve their real education achievement at an earlier age. We see the differences in how children are being tracked for different types of futures occurring at a very early age in the school system, and that has to be changed.

Mr. BLILEY. How do you change it? How do you get them to stay in school? What do you do?

Mr. HINOJOSA. I am not a professor of education, but having worked in the Hispanic community in Chicago for many years with dropouts, we found that you have to really provide them with a vision of how they can succeed differently than their parents—i.e., just some type of a blue-collar job isn't going to be sufficient for their advancement. There is a group of students being thrown out

that could be potentially high achievers that are being neglected at an early age. They have to be identified and have more attention.

You look at relative educational levels——

Mr. BLILEY. I hate to cut you off, but I have limited time. What disturbs me about what you have said is that those who have just, so to speak, gotten off the boat and come in with, you know, not speaking the language, in cultural shock, the whole thing, they stay in school.

But the ones that have been here second and third generation, you know, they by now know the language and something about the customs, these are the ones dropping out.

To me, it would seem more normal that the first ones would drop out because they are, they have this barrier, and they don't understand these people, and they don't understand the customs.

Maybe you want to add something to that?

Ms. CHAVEZ. The Rand Corporation in 1986 did a study about the influence of Mexican immigrants in the State of California. And in that study, the author showed that the high school dropout rate for native born Hispanics in the State of California was about 20 percent, the same rate as for Anglos in the state. That is different from the data that Dr. Hinojosa has suggested.

But we get very concerned about dropouts. I am the daughter of a high school dropout. My dad dropped out of school in the ninth grade, my grandmother had a third-grade education. If you look at New York City Superintendent of Schools, Dr. Joseph Hernandez, is a high school dropout. That is not the end of the world.

For immigrants it is more the norm than the exception. Any of us here who are second or third generation Americans are going to remember that our parents or grandparents, in fact, may not have had the same level of education as those of whose parents were born in the United States.

So, I don't think things are quite as bad as they have been suggested in terms of the dropout issue, and I don't think that it is necessarily going to be a beacon for the future in terms of Hispanic process.

I think it can be overcome. I am more concerned about the lack of higher education among Hispanics. Fewer Hispanics who graduate from high school go on to college. I think that is an area of concern.

Ms. QUIROZ. If I could make a few more comments, I know the next panel will address it in more detail. I think that there are two pieces of the puzzle. One is to make sure that people recognize that there are payoffs for education, and if there aren't payoffs, there is no incentive for people to go in school.

But the second part is clearly taking a hard look at what schools are providing for Hispanic children, and this doesn't matter whether you are first or second or third generation.

What the entire country is facing now is taking a hard look at what kind of educational quality we are providing people. Are we providing schools that produce literal, thinking, productive citizens? Some of the worst elements of education, ill-conceived education programs have been vested on the Hispanic community.

If you talk to people in L.A. public schools, although we have had 20 years of change and different students going through there, you

can look at things like the number of counselors, the school board make-up—and see a range of issues pointing some to the fact that there hasn't been a change. We haven't followed up with changes.

Some of the most important changes are the types of models discussed in the next panel, such as getting parents involved in the educational program, getting more Hispanic teachers.

Providing good teachers is almost the most important thing you can do for students. Making sure that the incentive is there in terms of the payoff and also some very important models discussed in the next panel that point some very good programs that should be supported.

Mr. BLILEY. Thank you, Mr. Chairman.

Chairman MILLER. Mr. Sarpalius.

Mr. SARPALIUS. Thank you.

Again, in Texas, a federal judge ruled that illegal aliens could go to school in our state, and we saw a high number of people coming into Texas at that time and enrolling in our school systems.

Grades and test scores dropped substantially, throughout the state. And we had to deal with that program in Texas. We have about a 50 percent dropout rate of Hispanics in our school system.

Right now, we have more Hispanics in the first grade than we do Anglos. By the year 2000, it will be that way throughout the entire public school system in our state.

I would like your comments on one of the things that we did. We realized that a high percentage of these kids couldn't speak English, and we had to deal with that. We started pre-kindergarten classes to help the kids speak the English language.

We found that many of the kids in the first and second grade, had very, very poor reading skills. We didn't have very many Hispanic teachers. That is a big problem in our education system.

How can we encourage more Hispanics to become teachers? On the federal level, we have a program that helps to some degree, the Head Start program; but it doesn't reach enough kids.

It is really a little too early to tell whether these programs will help in Texas. But I am curious to hear what your response would be.

Ms. QUIROZ. I am in complete agreement with you. One of the most important thing to do is to help them speak English. From the studies or from just being in the neighborhood, you can tell that Hispanics want to learn English. Hispanics who don't speak English see that as a priority. We saw that with the second stage of amnesty.

In California, there were lines around the block. They had classes going 24 hours a day, people wanting to speak English. So the desire to take advantage of the opportunity is there.

I think you are right. We haven't been able to address the need. We have the capability to do so, but we haven't done it yet.

I would like to say one thing that I didn't mention before when Ms. Chavez was talking about the dropout rate. We are proud of people who are able to move forward and progress without a high school diploma. But to suggest that a high school diploma at this day and time isn't strongly associated with your abilities to succeed in the world is ludicrous.

Every statistic shows that educational attainment is an incredibly important predictor of your future success, and especially because we want to see Hispanics not at just low wage jobs, Hispanics want to succeed, not just survive.

Ms. RIVERA. I think it is important to get back on the table the fact that the problem, in both the Hispanic community at large and of Puerto Rican poverty in particular, is not a problem caused by language or immigration.

Indeed, as was said, the studies on education seem to show that first generation immigrants do better in school than second and third generation immigrants.

Part of the problem is that poor Puerto Ricans are locked into neighborhoods in which there are a host of problems which combine to create what we see today as the Puerto Rican profile. Those working are predominantly earning low wages. Many families with a full-time worker and a part-time worker cannot keep their family above the poverty line.

Others are locked out of the job market completely. Locked out of labor markets like NYC, which place a high value on education and skills, or locked out of educational training programs which could potentially train them to move into jobs. There is now the additional problem of drugs particularly crack in poor neighborhoods which exacerbates problems already present. So there is a combination of problems that need to be dealt with and they cannot be dealt with in a piecemeal fashion. So the problem is not simply a problem of education in the Hispanic community but the problems of education, of employment, of discrimination, of racism, of being locked out of stable, decent wage segments of the economy.

Until we begin to treat these problems in a comprehensive fashion and deal with families as units composed of women, men and children, we won't be able to deal with the problems not only in the Hispanic community but for all the poor in American society.

So I urge you to not think about the problem of children's poverty as a problem of education but as a conglomerate of factors that need to be dealt with comprehensively.

Ms. CHAVEZ. One quick point in terms of residential segregation.

While you are right, the Puerto Rican community is residentially segregated, several studies including recent studies by the University of Chicago, show that Hispanics overall through the United States are in fact not residentially segregated, that like Asians, they have integrated. The only groups that are in fact segregated are Puerto Ricans and recent immigrants.

In fact, there has been substantial integration for the Hispanic community through the United States unlike what occurs in the black community. It is just persistent and continued segregation.

And in terms of the effect of language on earnings, I think most economists, most of the studies done, whether done by people at UCLA or Barry Chiswick or others, indicate that between 50 percent and as much as 100 percent of the earnings differentials between Hispanic males and non-Hispanic males can be explained by proficiency in English, the study I cited in my testimony.

So there is an important link between language and earnings.

Chairman MILLER. Mr. Packard.

Mr. PACKARD. Thank you, Mr. Chairman. I don't have any additional burning questions. They have been asked and not really well answered.

In my judgment, all the testimony we have heard this morning about the low dropout, the poverty, the low income jobs, the differences between immigrants versus American born Hispanics—leads us to one fundamental thing, and I haven't heard any good suggestions about what we can do to change all of that, maybe that will come in the next panel.

The statistics bear out that all of this exists, but we have not heard a good deal of programs or suggestions on what to do to change all of that.

What can we do to keep our Hispanic kids in school? What can we do to motivate them to go on to college? What can we do to give them language skills?

To me, you cannot separate education from success. You cannot separate language from education. It all blends into the overall scheme of things. Nevertheless, the bottom line is we are not giving them adequate education. We are not giving them adequate training for the jobs.

Part of that is their own doing. They choose not to stay in school, or they are not motivated to go on to college. They have low expectations. What can we do to change that?

I haven't heard an answer to that.

Ms. RIVERA. The models that I suggested, some of which have proven to be very effective and which were also suggested here, working with the institutions and leadership within the Hispanic community can produce good results. If you design a program in which you don't involve community organizations or leaders within the community, you don't involve Hispanic parents, you don't involve members of the community, you will not have good results.

Whatever sort of program you are designing, should incorporate and add to the resources in the Hispanic community.

Ms. CHAVEZ. I would like to echo what Miss Rivera said, but I think I will say it more radically. No one is going to do it for us. We are going to succeed as Hispanics in joining the economic mainstream on our own initiative.

And sure, we can use the help of good education programs, and we have a right to those programs. We have the right to an education. We have the right to learn the language of this country in order to benefit from that education.

But ultimately, it will come down to doing it on our own, and I think unlike some of the others on this panel, that there is substantial evidence that we are doing it on our own, that we are making enormous progress in a short time.

Mr. PACKARD. You are saying that the programs are there for them if they will take advantage of it?

Ms. CHAVEZ. No, I think our language training programs are not sufficient. I think we need to spend more money and more effort to try to teach English to adult immigrants. Their children are in the American public school system. They can, in fact, they are entitled by Supreme Court rulings, to learning the language of this country.

But the adults sometimes are left behind, particularly the women, who as Ms. Quiroz suggested, are increasingly entering the labor force.

So we should have more programs in educations, more emphasis on learning English. But I think the self-help efforts that have characterized other groups in the past are going to be our salvation.

I look at one statistic that makes me very proud, and I think is an indication of hope for the future, and that is the very low participation rate of recent Mexican immigrants on welfare. For their socio-economic status—even in the areas where they are not prohibited from being on the welfare program—they have a very low participation rate.

I think we are here, struggling together to make it, and I think it is that initiative and struggle that will in the end pay off.

Mr. HINOJOSA. If I could reiterate a couple of points that I mentioned at the end of my talk. It is great to come to Washington where people press you to be concrete.

Let me mention again that the problem of discrimination is a serious and continuing problem in the job market. It is interesting that discrimination began to decrease just at the end of the 1960s. The reasons for this have to do with the end of moving forward on affirmative action programs, on the one hand, and secondly, the collapse of the rate of growth of public employment which is where a lot of the advancement took place in the 1960s, the last time we have seen economic progress of Latinos.

A lot of immigrants exist in a very low wage setting where existing labor laws are not enforced. There is a need to look at this question.

Second of all, there is the issue of education. If you look at the State of California, where there is extensive segregation still of Hispanics versus non-Hispanics, and you look at the way in which education is funded in this country, we have a very serious problem. You have a situation in which the population that has property and has wealth doesn't want to pay taxes for the education of the low income communities where there is clearly a big difference in per capita student spending. You get an obvious result from that type of spending.

Mr. PACKARD. I come from probably the area in the United States most impacted by Hispanics—the San Diego and Orange County area. We have more immigrants and day workers in my area than any other congressional district in the United States.

I have not seen discriminatory activities. We have struggled with problems of how to assimilate them and how to adapt to their needs and supply them. My children went through high school with 25 percent Hispanics. They competed right along with my own children. So I have not seen in my part of the country where discrimination has played a role in the plight of the Hispanics.

I think there has been significant local programs to help them and frankly, the preponderance of our education dollars—and I served on the Board of Education in San Diego County for 12 years—went to take care of the needs of our Hispanic people.

So I don't believe, at least in my part of the country, we have seen where there has been an overt effort to keep them down and to not allow them to emerge.

Chairman MILLER. Mr. Smith?

Mr. SMITH of Vermont. Thank you, Mr. Chairman. I am sorry, Ms. Rodriguez left before I—you got to the bottom of the ladder.

Does anyone at the table familiar with their program in order to answer their question about budgeting? Do you know whether—to what extent it is supported by the Crimea Corporation and not by federal and state moneys?

Chairman MILLER. We can find out for you. Over the number of years, they have attracted a substantial amount of private money.

[The information follows:]

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October 13, 1989

Gloria Rodrigues, Executive Director
Avance Family Support and Education Programs
301 South Frio, Suite 378
San Antonio, TX 78207-4414

Dear Ms. Rodrigues:

I want to express my personal appreciation to you for appearing before the Select Committee on Children, Youth, and Families at our hearing on Hispanic children and their families September 25. Your testimony was, indeed, important to our work.

The Committee is now in the process of preparing the transcript for printing. It would be helpful if you would go over the enclosed copy of your remarks to assure that they are accurate, and return the transcript to us by October 23, with any necessary corrections.

In addition, Congressman Peter Smith has requested that you answer the following question for the record:

> What is the percentage breakdown of the Avance budget by funding source, i.e., how much money is obtained from private, federal, state, county, or local source?

Let me again express my thanks, and that of the other members of the Committee, for your participation.

Sincerely,

George Miller

GEORGE MILLER
Chairman
Select Committee on Children,
Youth, and Families

Enclosures

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October 20, 1989

Congressman George Miller
Chairman
Select Committee On Children,
Youth, And Families
385 House Office Building
Annex 2
Washington, DC 20515

Dear Congressman Miller,

As per your request, I am submitting a funding break-down for the Avance Family Support and Education Program for fiscal year 1988-1989. Avance is able to support over 2,000 low income high risk individuals annually through a public/private partnership. We receive major funding from the Federal, State and Municipal Government as well as from 1.) the private Business Sector (General Foods, Hasbro, Arco, U.P.S.) 2.) from foundations such as Carnegie Corporation of New York; Hazen, Mailman and Spunk Foundations. Avance was originally implemented with a grant from the Zale Foundation. 3.) Avance also receives in-kind contributions and volunteer manhours which make up a segment of President Bush's "thousand points of lights".

As one can see, Avance is not solely funded by the government, but the federal, state and municipal governments play a vital role in Avance's efforts at supporting families. Government funds serve as a leverage to acquire non-governmental funding.

Thank you very much for inviting me to present testimony on behalf of Hispanic families in America.

Sincerely,

Gloria G. Rodriguez

Gloria G. Rodriguez
Executive Director

GGR/sv

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Funded by the City of San Antonio and United Way

AVANCE - San Antonio, Inc.
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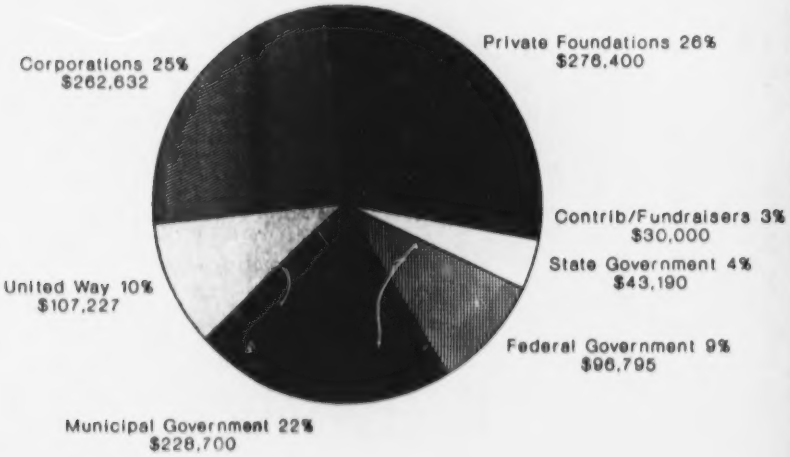

Fiscal Year 1989 - $1,045,012

Mr. SMITH of Vermont. I think it would be useful for the record, Mr. Chairman.

Let me just state the question. I think we can talk to—it didn't come together for me. I think if we are serious about supporting community based indigenous groups, we have to fundamentally change the way we regulate labor programs. The bottom line is, and I come out of a community based organization background, bureaucracies are hostile to community based groups. They just are.

It doesn't mean we staff them with people who think they are, but the net weight of a hierarchy that runs on a compliance mentality which means it needs categories and reporting and all the different ways to sort of keep itself going is inimical to the kind of juices that flow that make a good community based organization operate.

So if we have reform, in my mind, that this committee would think hard about, and in order to make this stick, I would need the funding breakdown just to make the example, we have to understand a different way to give government support, hundreds of millions or billions we spend across social services programs to get that money to people who actually serve other people every day and to do it in ways that are non-traditional and unique and peculiar to cultures they are serving.

We don't begin to understand how to do that. I speak as one that tried to do that in the absolute other end of the country and started with Carnegie Corporation money, and the selling we had to do to get the community based idea and turn it into a publicly supported idea took us ten years.

It was a brutal, brutal fight. We had none of the complicating factors of ethnicity in it which I think would make it more brutal and more complicated.

But anyway, my one observation simply is that we need to get down to the unglamorous subject of the way we do business, because I think the way that government does business, irrespective of who is president, the way this government does business and the way most states do business because they work for the government, also, is only marginally helpful when it comes to the problems that real community groups see, and it is not helpful in sustaining those organizations.

That is the toughest question in the world for us to answer. We have grown a system that doesn't support the natural instincts or the natural solutions to problems that come up in communities. We segregate clientele as need, we segregate service, we do all sorts of things that don't work.

Until we have a different model, I don't think we are going to be able to spend lots more money any better. That is certainly the problem that—I will have to miss the next panel, but I cannot resist the chance to talk about education.

When the governors and the president meet in Charlottesville tonight and tomorrow, I hope one of the things they do talk about is school restructuring, which is near and dear to my heart. The fact of the matter is that we have increased our expenditures on national amortism—I am well aware of what is wrong—by 50 percent per pupil in this country in the last six years. Nothing has changed. That is in terms of performance.

Dropouts are the same. Test scores are the same or down. More teachers are quitting. Fewer are training.

We have gone through the demographics today, had you have done that well. That suggests to me that there is something fundamentally wrong beyond our generosity as a society where we spend more in real dollars than any other society on schools and do the worst among all modern industrialized nations.

There is something structurally inappropriate about the way we organize and manage education. Until—so I think the actual—maybe in Charlottesville, although it cannot be perfect because we are all not there, nothing can be done forever.

But I hope that that meeting will help us develop the national will to rethink who controls schools, who decides how education is structured, who decides how people are used in schools and the money is spent so that we really get down to what schools are about which is not one size fits all model, but helping children learn and be ready for the 21st century.

I, again, I think our major obstacle is the way we are organized to do business. It is an industrialized model 80 years just as our social service model is 80 years old. There is nothing anywhere that says it is appropriate for the 21st century.

I think Ms. Rodriguez' reality is probably testimony to that. The government is precious little help to her, despite all of our best intentions.

Chairman MILLER. Thank you.

Thank you very much for your time and for your testimony; and those of you who wish to have additional submissions, that will be honored.

The next panel that the committee will hear from will be made up of the Honorable Gaddi Vasquez, a Member of the Orange County Board of Supervisors in California; Janice Petrovich, Executive Director, Aspira, Washington, D.C.; Gilbert Guerrero, Education Director, Guadelupe Center, Kansas City, Missouri; and Randi Hargrove, Education Director, Bexar County Women's Center, San Antonio, Texas, accompanied by Olivia E. Ramon, participant, Bexar County Women's Center, San Antonio, Texas.

Mr. PACKARD. Mr. Chairman, if I may, I am so honored to have as one of our panelists someone from my district. As I already mentioned, we have a very significant Hispanic community and population in my district. He certainly is one of the stars for us in not only representing our area on the Board of Supervisors but also representing the Hispanic communities.

He has been appointed to the Board of Supervisors by the Governor two years ago to fill an unexpired term. He has been very much involved in government for some time. He has served in the administration for a period of time and served in local government issues.

He is one of the young men of our area that is truly drawn a lot of attention. He was one of the more thrilling parts of the Republican National Convention in New Orleans when he was a key speaker.

He has been named by the Chamber, the United States Chamber of Commerce, as one of the outstanding young men of America, and we are truly proud of him in Orange County. I am very, very

grateful to have him with us as one of the witnesses at the table now, and I am proud to introduce Gaddi Vasquez.

Mr. VASQUEZ. Good morning, Mr. Chairman.

Chairman MILLER. Let me say that everyone saw fit to comment on your expertise, so you are free to comment on what you heard here today. I mean that seriously.

One of the things we try to encourage here is the witnesses, if they do disagree or they want to make a comment on previous panels, they can certainly do that. I think it helps us in pulling apart some of these complex problems.

So with that, welcome to the committee.

STATEMENT OF GADDI VASQUEZ, MEMBER, ORANGE COUNTY BOARD OF SUPERVISORS, SANTA ANA, CA

Mr. VASQUEZ. Good morning, Chairman Miller, Congressman Bliley, Congressman Packard and other Members of the committee.

I come before you today to talk about an issue that has been of utmost concern to me as an elected official, a Hispanic, and a father. That issue is aptly summed up in the title of this hearing: "Hispanic Children and Their Families, A Key To Our Nation's Future."

I am gratified that the Members of this committee are focusing their attention on the critical role that Hispanic children will play in shaping the future of America.

Thirty-four years ago when I was born, few public officials would ask the question: How can we help Hispanic youths to become successful, productive members of our society?

My parents were migrant farm workers. Our family lived in poverty, but what we lacked in material goods our parents made up for with a lot of love. My mother was determined that my brother and I would get a good education. She often told us, "You are not going to live the way we lived our lives."

I took this advice to heart but did not develop a genuine appreciation for education until a junior high school teacher showed a special interest in me. She encouraged me to try out for the school's debate team, which later led to my winning speech contests and college scholarships.

If not for my parents' faith in education and that teacher's support, I would not be addressing you here today. They inspired me to overcome the constraints of the environment I was born into. And they have paved the way to provide a better way of life for our ten-year-old son, Jason.

Many Hispanic parents seeking a better life for their families have traded the backbreaking life of the migrant farm worker, or have fled the poverty or political unrest or other nations for the harsh realities of the American barrio.

They arrive with high hopes of earning a stake in the American way of life, but their dreams can evaporate when they face the alarming high school dropout rate, gang warfare and drug abuse problems that afflict our Hispanic communities.

These problems are not confined to inner cities, however. We have them in Orange County, California, too. Orange County has over 2.3 million people, and the second largest child population in

the State of California. Our median age is 32 years of age; and last year, over 42,000 babies were born in Orange County. Nearly 23 percent were Hispanic. Fully one-third of all Orange County Students from kindergarten through twelfth grade are Hispanic.

In 1970, Hispanics, Asians, and other ethnic groups made up 11 percent of Orange County's population. Today, they comprise 25 percent of our population, and by the year 2000, ethnic minorities will make up more than one-third of Orange County's population.

The Immigration Reform Act has further fueled the increase in our Hispanic population. Over 150,000 people have applied for amnesty in Orange County alone. Our schools are overflowing with adult Hispanics, Asians and other minorities who want to learn English so that they, too, can become American citizens.

It is painfully ironic to me that at the same time many Hispanic adults are embracing education with open arms, their children are turning their backs on school. In Santa Ana, the seat of county government, 23 percent of the high school students drop out.

I am deeply distressed by the high Hispanic dropout rate and concerned that a lack of interest in education will inevitably shackle Hispanics to low paying jobs and lower standards of living.

I realize that government resources can only stretch so far. At the county level, we are struggling to provide vital prenatal and other health care services, job training programs and child care services for our minority population.

But I am convinced that we cannot solve the problems of the Hispanic community through government support alone. At some point, citizens have to step forward to help. I would like to propose that it is time for Hispanics to help other Hispanics.

The concept of Hispanics helping Hispanics is compatible with a deep rooted value system that most Hispanics share, whether they trace their family roots to Mexico, Cuba, South America, Central America, Puerto Rico or other areas. One of our strongest bonds is the focus and priority given to the family.

In America today, the future of the Hispanic family lies in the education of its children. A grass roots effort by Hispanics must be a key component in our effort to successfully combat other serious issues affecting Hispanic youth.

What I am suggesting is a concerted effort to foster and promote positive role models to Hispanic youth. Successful Hispanic men and women can give our youth the tools to break the bonds of poverty and the courage to achieve their personal vision of the American dream.

Good Hispanic role models exist in every facet of the arts, theater, music, sports, education, politics and business. The Nation's Hispanic entrepreneurs own more than 400,000 businesses with a total of over $20 billion in annual sales.

The greater Los Angeles area, which includes Orange County, is the Nation's largest Hispanic business center with an estimated 66,000 Hispanic firms. Hispanic businessmen and women represent a pool of talent waiting to be tapped. Many just need to be asked.

Hispanics are taking the initiative in Orange County in view of the testimony. Let me give you some examples:

A group of 145 judges, lawyers, health-care professionals and others have established a "campus mentor" program designed to

reduce dropouts at the intermediate school level. Teams of two "adopt" a classroom of about 30 students, visiting that classroom regularly to reinforce the importance of staying in school and diverting students from gangs and drugs.

The group, under the leadership of Superior Court Judge Manuel Ramirez and former Dallas placekicker, Efren Herrera, has raised a total of $82,000 to date, providing scholarships to 40 students in the past two years.

Students like Maria Adame, a merit scholar from Santa Ana High School, who is now at the New Mexico Military Institute majoring in oceanography; Oscar Castro from Saddleback High, who has just entered Harvard as a pre-law student; and Michael Sanchez, an honors graduate of Katella High Shcool, who is now studying engineering at Stanford University.

An exciting example of corporate America joining hands with the Hispanic community is the HACER Foundation, Hispanic American Commitment to Education Resources, a non-profit foundation formed through the joint efforts of McDonald's and McDonald's independent franchises.

The Foundation was established in 1985 in Texas and New Mexico and has already awarded nearly $250,000 to deserving Hispanic high school seniors who want to pursue a college education.

A new foundation has now been formed by the McDonald's Operators' Association of Southern California and Ronald McDonald Children's Charities, expanding on that successful partnership to benefit talented Hispanic students in our own community.

Another program worth highlight is SAFEMAP, Santa Ana-Fullerton Elementary Mathematics Projects, is a federally funded partnership between the Santa Ana Unified School District and California State University at Fullerton.

One of the very successful programs to come out of this partnership is "Family Math" which encourages whole families to come to the elementary schools in the evening to do fun-type math games together.

This program helps parents to understand what their children are doing in school. It promotes an interest in education and helps parents to be supportive of their children.

This is a school district, by the way, that is 78 percent Hispanic in student enrollment, with 54 percent of their students identified as "limited English proficient." This program has enjoyed such success that the school district is now doing a "Family Reading" program, as well.

In approaching the needs of the Hispanic community from a different angle, I recently joined with 29 other Latino elected officials to form LEAOC, Latino Elected and Appointed Officials of Orange County.

For the first time, LEAOC brings together Hispanics who hold public office in Orange County in order to reach out to the Hispanic community and provide leadership on critical issues.

The primary focus on the non-partisan organization is to inspire Hispanic young people to stay in school and to elevate the issues that currently impact Hispanics directly, but as you heard this morning, will ultimately affect the entire economic future of our Nation.

I have outlined some creative programs that have been implemented by citizens in Orange County. What can local, state and federal governments do to support this grass roots effort? As a start, I have seven suggestions:

One, recognize innovative and successful programs that stimulate Hispanics to help Hispanics;

Two, recognize Hispanic and non-Hispanic role models who devote time to keeping Hispanic youth in school;

Three, provide incentives to businesses for hiring and training Hispanic youth;

Four, encourage businesses and foundations to award scholarships;

Five, encourage minority entrepreneurs to establish businesses that will meet the challenges of the 21st century;

Six, promote awareness of existing services for Hispanic through bilingual public information materials, especially on health care services; and

Seven, introduce the LEAOC concept in other regions.

There is a lot that government can do, but we need to remember the power of the individual. Sometimes just one person can make all the difference in the life of a disadvantaged youth.

Jaime Escalante of Garfield High, the physics teacher profiled in the movie, "Stand and Deliver," has been a shining beacon to America's Latino youth and shown them the way out of the darkness of poverty, illiteracy, and despair, into brighter futures. Mr. Escalante says that, "For a young man or woman to be successful, they must have 'Ganas'," which essentially means desire.

There is a great desire in the Hispanic community to succeed. As Mr. Escalante has proven, once that desire is channeled in the right direction, success knows no bounds. But we must awaken and nurture that desire, and we must start today.

I commend your committee to giving attention to this very important issue.

Chairman MILLER. Thank you, and thank you very much for your testimony.

[Prepared statement of Gaddi Vasquez follows:]

Prepared Statement of Gaddi H. Vasquez, Supervisor, Third District, Orange County, CA

GOOD MORNING CHAIRMAN MILLER, CONGRESSMAN BLILEY, CONGRESSMAN PACKARD AND OTHER MEMBERS OF THE COMMITTEE.

I COME BEFORE YOU TODAY TO TALK ABOUT AN ISSUE THAT HAS BEEN OF UTMOST CONCERN TO ME - AS AN ELECTED OFFICIAL, A HISPANIC, AND A FATHER. THAT ISSUE IS APTLY SUMMED UP IN THE TITLE OF THIS HEARING: "HISPANIC CHILDREN AND THEIR FAMILIES: A KEY TO OUR NATION'S FUTURE / LOS NINOS LATINOS Y SUS FAMILIAS: LAS LLAVE AL FUTURO DE NUESTRO PAIS."

I AM GRATIFIED THAT THE MEMBERS OF THIS COMMITTEE ARE FOCUSING THEIR ATTENTION ON THE CRITICAL ROLE THAT HISPANIC CHILDREN WILL PLAY IN SHAPING THE FUTURE OF AMERICA. THIRTY-FOUR YEARS AGO WHEN I WAS BORN, FEW PUBLIC OFFICIALS WOULD ASK THE QUESTION - HOW CAN WE HELP HISPANIC YOUTHS TO BECOME SUCCESSFUL, PRODUCTIVE MEMBERS OF OUR SOCIETY?

MY PARENTS WERE MIGRANT FARM WORKERS. OUR FAMILY LIVED IN POVERTY, BUT WHAT WE LACKED IN MATERIAL GOODS OUR PARENTS MADE UP FOR WITH ALOT OF LOVE. MY MOTHER WAS DETERMINED THAT MY BROTHER AND I WOULD GET A GOOD EDUCATION. SHE OFTEN TOLD US, "YOU ARE NOT GOING TO LIVE THE WAY WE LIVED OUR LIVES."

I TOOK THIS ADVICE TO HEART BUT DID NOT DEVELOP A GENUINE APPRECIATION FOR EDUCATION UNTIL A JUNIOR HIGH SCHOOL TEACHER SHOWED A SPECIAL INTEREST IN ME. SHE ENCOURAGED ME TO TRY OUT FOR THE SCHOOL'S DEBATE TEAM, WHICH LATER LED TO MY WINNING SPEECH CONTESTS AND COLLEGE SCHOLARSHIPS. IF NOT FOR MY PARENTS' FAITH IN EDUCATION AND THAT TEACHER'S SUPPORT, I WOULD NOT BE ADDRESSING YOU TODAY. THEY INSPIRED ME TO OVERCOME THE CONSTRAINTS OF THE ENVIRONMENT I WAS BORN INTO. AND THEY HAVE PAVED THE WAY TO PROVIDE A BETTER WAY OF LIFE FOR OUR TEN-YEAR-OLD SON, JASON.

MANY HISPANIC PARENTS SEEKING A BETTER LIFE FOR THEIR FAMILIES HAVE TRADED THE BACKBREAKING LIFE OF THE MIGRANT FARM WORKER, OR HAVE FLED THE POVERTY OR POLITICAL UNREST OF OTHER NATIONS FOR THE HARSH REALITIES OF THE AMERICAN BARRIO.

THEY ARRIVE WITH HIGH HOPES OF EARNING A STAKE IN THE AMERICAN WAY OF LIFE, BUT THEIR DREAMS CAN EVAPORATE WHEN THEY FACE THE ALARMING HIGH SCHOOL DROPOUT RATE, GANG WARFARE AND DRUG ABUSE PROBLEMS THAT AFFLICT OUR HISPANIC COMMUNITIES. THESE PROBLEMS ARE NOT CONFINED TO INNER CITIES, HOWEVER; WE HAVE THEM IN ORANGE COUNTY, CALIFORNIA, TOO.

ORANGE COUNTY HAS OVER 2.3 MILLION PEOPLE AND THE SECOND LARGEST CHILD POPULATION IN THE STATE OF CALIFORNIA. OUR MEDIAN AGE IS 32. LAST YEAR, OVER 42,000 BABIES WERE BORN IN ORANGE COUNTY. NEARLY 23 PERCENT WERE HISPANIC. FULLY ONE-THIRD OF ALL ORANGE COUNTY STUDENTS FROM KINDERGARTEN THROUGH TWELFTH GRADE ARE HISPANIC.

IN 1970, HISPANICS, ASIANS, AND OTHER ETHNIC GROUPS MADE UP 11 PERCENT OF ORANGE COUNTY'S POPULATION. TODAY, THEY COMPRISE 25 PERCENT OF OUR POPULATION, AND BY THE YEAR 2000, ETHNIC MINORITIES WILL MAKE UP MORE THAN ONE-THIRD OF ORANGE COUNTY'S POPULATION.

THE IMMIGRATION REFORM ACT HAS FURTHER FUELED THE INCREASE IN OUR HISPANIC POPULATION. OVER 150,000 PEOPLE HAVE APPLIED FOR AMNESTY IN ORANGE COUNTY ALONE. OUR SCHOOLS ARE OVERFLOWING WITH ADULT HISPANICS, ASIANS AND OTHER MINORITIES WHO WANT TO LEARN ENGLISH SO THAT THEY, TOO, CAN BECOME AMERICAN CITIZENS.

IT IS PAINFULLY IRONIC TO ME THAT AT THE SAME TIME MANY HISPANIC ADULTS ARE EMBRACING EDUCATION WITH OPEN ARMS, THEIR CHILDREN ARE TURNING THEIR BACKS ON SCHOOL. IN SANTA ANA, THE SEAT OF COUNTY GOVERNMENT, 23 PERCENT OF THE HIGH SCHOOL STUDENTS DROP OUT.

I AM DEEPLY DISTRESSED BY THE HIGH HISPANIC DROP-OUT RATE AND CONCERNED THAT A LACK OF INTEREST IN EDUCATION WILL INEVITABLY SHACKLE HISPANICS TO LOW-PAYING JOBS AND LOWER STANDARDS OF LIVING.

I REALIZE THAT GOVERNMENT RESOURCES CAN ONLY STRETCH SO FAR. AT THE COUNTY LEVEL, WE ARE STRUGGLING TO PROVIDE VITAL PRENATAL AND OTHER HEALTH CARE SERVICES, JOB TRAINING PROGRAMS AND CHILD CARE SERVICES FOR OUR MINORITY POPULATION. BUT I AM CONVINCED THAT WE CANNOT SOLVE THE PROBLEMS OF THE HISPANIC COMMUNITY THROUGH GOVERNMENT SUPPORT ALONE. AT SOME POINT, CITIZENS HAVE TO STEP FORWARD TO HELP. I WOULD LIKE TO PROPOSE THAT IT IS TIME FOR HISPANICS TO HELP OTHER HISPANICS.

THE CONCEPT OF HISPANICS HELPING HISPANICS IS COMPATIBLE WITH A DEEP-ROOTED VALUE SYSTEM THAT MOST HISPANICS SHARE, WHETHER THEY TRACE THEIR FAMILY ROOTS TO MEXICO, CUBA, SOUTH AMERICA, CENTRAL AMERICA, PUERTO RICO OR OTHER AREAS. ONE OF OUR STRONGEST BONDS IS THE FOCUS AND PRIORITY GIVEN TO THE FAMILY. IN AMERICA TODAY, THE FUTURE OF THE HISPANIC FAMILY LIES IN THE EDUCATION OF ITS CHILDREN.

A GRASS ROOTS EFFORT BY HISPANICS MUST BE A KEY COMPONENT OF OUR EFFORT TO SUCCESSFULLY COMBAT OTHER SERIOUS ISSUES AFFECTING HISPANIC YOUTH. WHAT I AM SUGGESTING IS A CONCERTED EFFORT TO FOSTER AND PROMOTE POSITIVE ROLE MODELS TO HISPANIC YOUTH. SUCCESSFUL HISPANIC MEN AND WOMEN CAN GIVE OUR YOUTH THE TOOLS TO BREAK THE BONDS OF POVERTY AND THE COURAGE TO ACHIEVE THEIR PERSONAL VISION OF THE AMERICAN DREAM.

GOOD HISPANIC ROLE MODELS EXIST IN EVERY FACET OF THE ARTS, THEATER, MUSIC, SPORTS, EDUCATION, POLITICS AND BUSINESS. THE NATION'S HISPANIC ENTREPRENEURS OWN MORE THAN 400,000 BUSINESSES WITH A TOTAL OF OVER $20 BILLION IN ANNUAL SALES. THE GREATER LOS ANGELES AREA, WHICH INCLUDES ORANGE COUNTY, IS THE NATION'S LARGEST HISPANIC BUSINESS CENTER WITH AN ESTIMATED 66,000 HISPANIC FIRMS. HISPANIC BUSINESSMEN AND WOMEN REPRESENT A POOL OF TALENT WAITING TO BE TAPPED. MANY JUST NEED TO BE ASKED.

HISPANICS ARE TAKING THE INITIATIVE IN ORANGE COUNTY. LET ME GIVE YOU SOME EXAMPLES:

A GROUP OF 145 JUDGES, LAWYERS, HEALTH-CARE PROFESSIONALS AND OTHERS HAVE ESTABLISHED A "CAMPUS MENTOR" PROGRAM DESIGNED TO REDUCE DROP-OUTS AT THE INTERMEDIATE SCHOOL LEVEL. TEAMS OF TWO "ADOPT" A CLASSROOM OF ABOUT 30 STUDENTS, VISITING THAT CLASSROOM REGULARLY TO REINFORCE THE IMPORTANCE OF STAYING IN SCHOOL AND DIVERTING STUDENTS FROM GANGS AND DRUGS. THE GROUP, UNDER THE LEADERSHIP OF SUPERIOR COURT JUDGE MANUEL RAMIREZ AND FORMER DALLAS PLACEKICKER EFREN HERRERA, HAS RAISED A TOTAL OF $82,000 TO DATE, PROVIDING SCHOLARSHIPS TO 40 STUDENTS IN THE PAST TWO YEARS.

STUDENTS LIKE MARIA ADAME, A MERIT SCHOLAR FROM SANTA ANA HIGH SCHOOL WHO IS NOW AT THE NEW MEXICO MILITARY INSTITUTE MAJORING IN OCEANOGRAPHY; OSCAR CASTRO FROM SADDLEBACK HIGH, WHO HAS JUST ENTERED HARVARD AS A PRE-LAW STUDENT; AND MICHAEL SANCHEZ, AN HONORS GRADUATE OF KATELLA HIGH SCHOOL WHO IS NOW STUDYING ENGINEERING AT STANFORD.

AN EXCITING EXAMPLE OF CORPORATE AMERICA JOINING HANDS WITH THE HISPANIC COMMUNITY IS THE HACER FOUNDATION - HISPANIC AMERICAN COMMITMENT TO EDUCATION RESOURCES, A NON-PROFIT FOUNDATION FORMED THROUGH THE JOINT EFFORTS OF McDONALD's AND McDONALD's INDEPENDENT FRANCHISEES. THE FOUNDATION WAS ESTABLISHED IN 1985 IN TEXAS AND NEW MEXICO, AND HAS ALREADY AWARDED NEARLY $250,000 TO DESERVING HISPANIC HIGH SCHOOL SENIORS WHO WANT TO PURSUE A COLLEGE EDUCATION. A NEW FOUNDATION HAS NOW BEEN FORMED BY THE McDONALD's OPERATORS' ASSOCIATION OF SOUTHERN CALIFORNIA AND RONALD McDONALD CHILDREN'S CHARITIES, EXPANDING ON THAT SUCCESSFUL PARTNERSHIP TO BENEFIT TALENTED HISPANIC STUDENTS IN OUR OWN COMMUNITY.

ANOTHER PROGRAM WORTH HIGHLIGHTING IS SAFEMAP -- SANTA ANA-FULLERTON ELEMENTARY MATHEMATICS PROJECTS - IS A FEDERALLY FUNDED PARTNERSHIP BETWEEN THE SANTA ANA UNIFIED SCHOOL DISTRICT AND CALIFORNIA STATE UNIVERSITY AT FULLERTON. ONE OF THE VERY SUCCESSFUL PROGRAMS TO COME OUT OF THIS PARTNERSHIP IS "FAMILY MATH" WHICH ENCOURAGES WHOLE FAMILIES TO COME TO THE ELEMENTARY SCHOOLS IN THE EVENING TO DO FUN-TYPE MATH GAMES TOGETHER. THIS PROGRAM HELPS PARENTS TO UNDERSTAND WHAT THEIR CHILDREN ARE DOING IN SCHOOL. IT PROMOTES AN INTEREST IN EDUCATION, AND HELPS PARENTS TO BE SUPPORTIVE OF THEIR CHILDREN. THIS IS A SCHOOL DISTRICT, BY THE WAY, THAT IS 78% HISPANIC, WITH 54% OF THEIR STUDENTS IDENTIFIED AS "LIMITED ENGLISH PROFICIENT". THIS PROGRAM HAS ENJOYED SUCH SUCCESS THAT THE SCHOOL DISTRICT IS NOW DOING A "FAMILY READING" PROGRAM, AS WELL.

IN APPROACHING THE NEEDS OF THE HISPANIC COMMUNITY FROM A DIFFERENT ANGLE, I RECENTLY JOINED WITH 29 OTHER LATINO ELECTED OFFICIALS TO FORM LEAOC - LATINO ELECTED AND APPOINTED OFFICIALS OF ORANGE COUNTY. FOR THE FIRST TIME, LEAOC BRINGS TOGETHER HISPANICS WHO HOLD PUBLIC OFFICE IN ORANGE COUNTY IN ORDER TO REACH OUT TO THE HISPANIC COMMUNITY AND PROVIDE LEADERSHIP ON CRITICAL ISSUES. THE PRIMARY FOCUS OF THE NON-PARTISAN ORGANIZATION IS TO INSPIRE HISPANIC YOUNG PEOPLE TO STAY IN SCHOOL AND TO ELEVATE THE ISSUES THAT CURRENTLY IMPACT HISPANICS DIRECTLY, BUT WILL ULTIMATELY AFFECT THE ENTIRE ECONOMIC FUTURE OF OUR NATION.

I HAVE OUTLINED SOME CREATIVE PROGRAMS THAT HAVE BEEN IMPLEMENTED BY CITIZENS IN ORANGE COUNTY. WHAT CAN LOCAL, STATE AND FEDERAL GOVERNMENTS DO TO SUPPORT THIS GRASS ROOTS EFFORT? AS A START, I HAVE SEVEN SUGGESTIONS:

1) RECOGNIZE INNOVATIVE AND SUCCESSFUL PROGRAMS THAT STIMULATE HISPANICS TO HELP HISPANICS
2) RECOGNIZE HISPANIC AND NON-HISPANIC ROLE MODELS WHO DEVOTE TIME TO KEEPING HISPANIC YOUTH IN SCHOOL
3) PROVIDE INCENTIVES TO BUSINESSES FOR HIRING AND TRAINING HISPANIC YOUTH
4) ENCOURAGE BUSINESSES AND FOUNDATIONS TO AWARD SCHOLARSHIPS
5) ENCOURAGE MINORITY ENTREPRENEURS TO ESTABLISH BUSINESSES THAT WILL MEET THE CHALLENGES OF THE 21ST CENTURY
6) PROMOTE AWARENESS OF EXISTING SERVICES FOR HISPANICS THROUGH BILINGUAL PUBLIC INFORMATION MATERIALS, ESPECIALLY ON HEALTH CARE SERVICES
7) INTRODUCE THE LEAOC CONCEPT IN OTHER REGIONS

THERE'S A LOT THAT GOVERNMENT CAN DO, BUT WE NEED TO REMEMBER THE POWER OF THE INDIVIDUAL. SOMETIMES JUST ONE PERSON CAN MAKE ALL THE DIFFERENCE IN THE LIFE OF A DISADVANTAGED YOUTH. JAIME ESCALANTE OF GARFIELD HIGH, THE PHYSICS TEACHER PROFILED IN THE MOVIE "STAND AND DELIVER" HAS BEEN A SHINING BEACON TO AMERICA'S LATINO YOUTH AND SHOWN THEM THE WAY OUT OF THE DARKNESS OF POVERTY, ILLITERACY, AND DESPAIR, INTO BRIGHTER FUTURES. MR. ESCALANTE SAYS THAT "FOR A YOUNG MAN OR WOMAN TO BE SUCCESSFUL, THEY MUST HAVE 'GANAS'", WHICH ESSENTIALLY MEANS 'DESIRE'.

THERE IS A GREAT DESIRE IN THE HISPANIC COMMUNITY TO SUCCEED. AS MR. ESCALANTE HAS PROVEN, ONCE THAT DESIRE IS CHANNELED IN THE RIGHT DIRECTION, SUCCESS KNOWS NO BOUNDS. BUT WE MUST AWAKEN AND NURTURE THAT DESIRE AND WE MUST START TODAY.

Chairman MILLER. We have a vote on. We will break here for a couple minutes, run over and vote and come right back, and the committee will take the rest of the testimony.

Thank you.

[Brief recess.]

Chairman MILLER. The Select Committee will reconvene.

Dr. Petrovich, we will start with you.

STATEMENT OF JANICE PETROVICH, EXECUTIVE DIRECTOR, ASPIRA ASSOCIATION INC., WASHINGTON, DC

Dr. PETROVICH. Good afternoon, honorable members of the Select Committee on Children, Youth and Families. I am the National Executive Director of the ASPIRA Association, a community-based organization which has been working on behalf of Puerto Rican and other Hispanic children, youth and families for over a quarter of a century.

It is an honor and a privilege to have this opportunity to share with you some current information and my personal views on Hispanic high school dropouts. ASPIRA has had a long-term involvement in drop-out prevention. Indeed, it was a concern about the enormous school dropout rate of Puerto Rican youth in New York City that gave birth to ASPIRA 28 years ago. With a combined staff of 220, and over 900 volunteers, ASPIRA directly serves over 13,000 Latino youth and 1,000 parents a year and expends over $6 million on education related programming.

We have also conducted ten major research studies on Hispanic dropouts through the years with the purpose of improving public understanding and creating awareness of its magnitude. Our ongoing advocacy work at the local and national levels centers on enhancing the ability of schools and the educational system to better serve Hispanic youth.

My statement today will focus on what we know about Hispanic high school dropouts and what can be done to curb dropouts. I will not go into the importance of why we should curb Hispanic dropouts. Your opening remarks, members of this committee, and the remarks of prior panelists, have identified the reasons.

Economic competitiveness, national defense, and the personal anguish of poor families have been cited. These are certainly reasons enough. Let me go into what we know about Hispanic dropouts and what we can do to curb Hispanic dropouts.

Dropout data, some of which has been mentioned here, is somewhat confusing, and that is due to the different sorts of methods that are used to collect this information. There are yearly dropout rates. There are measures of high school diplomas in the adult population, there are national longitudinal studies on dropouts, and so on.

While the numbers reported vary, one fact is certain, no matter how you measure it, Hispanics lag behind educationally. Research data consistently show that Latinos are more likely to drop out of school. Most of the research conducted through the 1970s centered on the characteristics of students along with their families and cultural backgrounds. This led to arguments that dropouts occur because of deficiencies in individuals and families. Few, if any, re-

spectable researchers would now venture to uphold such a one-sided view. More recent research has produced a more balanced picture in which both the family background and school experiences affect the decision to drop out.

I am sure that all of you have seen the data on the most recent study the national center for educational statistics put out regarding the drop out rate. Some of it was quoted by you, Mr. Chairman. One thing that we do know is that research conducted by the Federal Government now confirms that dropping out of school is a complex phenomenon in which the background conditions arising from family, social, and economic circumstances and school related factors all contribute.

This is a fact that people who work directly with youth realized a long time ago. First-hand experience with Hispanic youth led ASPIRA founders to develop programs that strengthen a student's skills and create opportunities for success in school. At the same time, the organization actively promotes changes in school policies and practices which impede this success.

Because of its relation to family background, the goal of enabling every child to reach his or her full potential cannot be reached without comprehensive social and economic reform. This morning the panelists were indicating some areas in which such reforms should take place. Without these changes the tendency for parents who are less schooled to continue to have children who are less schooled will persist.

There are, however, important changes which need to occur in the educational system that can contribute to reducing dropout rates. The first and foremost need is for a renewed federal commitment to educational equity. Improved and expanded data collection and dissemination on information on Hispanic students, is needed. Some of the concerns raised by some of the panelists and some of the members of the committee this morning had to do with the fact that collection and reporting of data on Hispanics is not adequate. The samples are too small, you can't generalize, you can't study the subgroups, you can't say anything about the subgroups. Therefore, in order to understand the problem, data collection has to be improved. Larger samples of Hispanics are needed to ensure reliability of data. In addition, data should include participation of Hispanics in federal programs, school enrollment and dropout rates for all levels of schooling.

Also important is to require accountability of federally supported education programs, and to encourage accountability of all educational institutions by closely monitoring student outcomes. This should include a range of achievement measures, dropout rates and information about students' preparation for future work force needs and/or higher education.

Another important strategy is to identify and expand model programs. This was another concern raised this morning. There are a lot of model programs out there, and I submit to you that ASPIRA certainly is one. Disseminating information on how these programs operate and assisting the development and the strengthening of these programs would do much to curb Hispanic dropouts.

Encouraging and assisting young Hispanics to become educators is another issue that was mentioned this morning, and that is of

primary importance. The students in our schools, the Hispanic students in our schools, have very few teachers who are Hispanic, who understand where they are coming from or who can serve as role models to them, and if there are few teachers, there are much fewer principals and school board members.

There are programs that exist that can be used as models to encourage Hispanics to become teachers. It is important to redouble efforts to recruit Hispanics into policy-making positions in the federally funded institutions, agencies, and programs.

It is important to do something about school financing. One of the greatest problems that face our children is the inequities in the per capita expenditures for the students in the different regions around the country and even within the same state. Federal incentives and other inducements to encourage states to move towards the adoption of more equitable school financing schemes would help.

The disparity in per pupil expenditures must be addressed. If not, those who are property poor will be relegated to poor schools. Assisting Hispanic community-based organizations and institutions with a history of effective service to Hispanics to expand their services is something I mentioned already.

Also important is identifying and eliminating barriers to full participation of eligible Hispanics in federally-sponsored education programs. A last recommendation, also mentioned this morning, is promoting, developing, and maintaining literacy programs for adults with limited proficiency in the English language.

These are some of the strategies that answer a question posed this morning, what can we do. I think that if attention is paid to doing what I submit, a lot can be done to curb Hispanic dropouts. It is clear that changes in school policies and practices are needed in order to make schools more responsive to an increasingly diversified student population, but to promote effective change one critical element must be present, and that is community involvement.

The involvement of the Hispanic community is vital to ensure responsiveness and to provide needed support to students and their families. Community involvement should be a prerequisite to funding any program designed to reduce Hispanic dropout rates. I appreciate the time that you have given me to speak to you today, and I hope to have the opportunity to respond to some of your questions.

Thank you.

[Prepared statement of Dr. Janice Petrovich follows:]

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PREPARED STATEMENT OF JANICE PETROVICH, ED.D., NATIONAL EXECUTIVE DIRECTOR
ASPIRA ASSOCIATION, INC., WASHINGTON, DC

Good morning, honorable members of the Select Committee on Children Youth, and Families. I am the National Executive Director of the ASPIRA Association, an organization which has been working on behalf of Puerto Rican and other Hispanic children, youth, and families for over a quarter of a century. My name is Janice Petrovich and it is an honor and a privilege to have this opportunity to share with you some current information and my personal views on Hispanic high school dropouts.

ASPIRA has had a long term involvement in dropout prevention. Indeed, it was a concern about the enormous school dropout rate of Puerto Rican youth in New York City that gave birth to ASPIRA twenty-eight years ago. With a combined staff of 220, and over 900 volunteers, ASPIRA directly serves over 13,000 Latino youth and 1,000 parents a year and expends over $6 million on education related programming. We have also conducted ten major research studies on Hispanic dropouts through the years with the purpose of improving public understanding and creating awareness of its magnitude. Our ongoing advocacy work at the local and national levels centers on enhancing the ability of schools and the educational system to better serve Hispanic youth.

My statement today will focus on what we know about Hispanic high school dropouts and what can be done to curb dropouts. I will first, briefly address the topic from a historical perspective. Then I will review what current research tells us about dropouts. Finally, I will set forth some policy recommendations.

The Evolution of the Dropout Phenomenon

The discourse on the dropout phenomenon has been undergoing a process of change during this century. Available data show that in 1900, 90 percent of male youths did not graduate from high school. By 1920, still 80 percent did not graduate. A high school diploma was however, not necessary to finding a job and contributing to the economy during this time. It was not until the 1950's that over 50 percent graduated, but not until the 1960's did the dropout rate begin to concern people. Incongruously, this is when dropout rates reached their lowest point.

National interest in the improving education was fueled by political reasons in the 1960's and by equity concerns. This was the Sputnik era, and the United States was worried about maintaining technological superiority. Also, women, African Americans and Latinos began fighting to overcome social and economic disparities. As data began to differentiate between males and females, blacks and whites,

inequities became more obvious. Most arguments for decreasing dropout rates were based on moral concerns about equity and justice.

The moral impetus for equality of opportunity that was the hallmark of the 1960's has, in the 1980's, shifted to an economic impetus to maintain global competitiveness. This shift is characterized by a focus on changes in U.S. demographics and their potential effect on the competitive position of our economy in the world.

Demographers confirm that the face of this nation is changing. Today, 14 percent of all adults in the United States -- and 20 percent of all children -- are members of minority groups. By the year 2000, one-third of all school age children will fall into this category. Already in our 25 largest cities and metropolitan areas, half of the public school students come from minority groups.

Hispanics are projected to comprise the largest minority group in the country in the very near future. This country needs to find ways of ensuring that these future workers have the skills required in an increasingly technological world. For the individual without a high school diploma, the opportunity of finding gainful employment is becoming more and more difficult.

Hispanic Dropouts: What We Know

Dropout data are too often confusing due to the different measurement methods used. There are yearly dropout rates, there are measures of high school diplomas in the adult population, and there are national longitudinal studies on dropouts. While the numbers reported vary, one fact is certain: no matter how you measure it, Hispanics lag behind educationally. Research data consistently shows that Latinos are more likely to drop out of school.

Most research conducted through the 1970's centered on the characteristics of students along with their families and cultural backgrounds. This led to arguments that dropouts occur because of deficiencies in individuals and families. Few if any, respectable researchers would now venture to uphold such a one-sided view. More recent research has produced a more balanced picture in which both the family background and school experiences influence the decision to drop out.

The National Center for Educational Statistics published a study just this month which summarizes much of what we know about Hispanic dropouts:

- Hispanics drop out of school at a higher rate than any other major ethnic group in the United States. Thirty-six percent of Hispanic 16 to 24 years old were high school dropouts in October 1988 compared to 15% of blacks and 13% of whites.

- While higher proportions of Hispanics and blacks drop out, by far the greatest number of dropouts are white.

- Dropout rates are much higher in the cities than in the suburbs.

- Hispanics dropouts are far more likely to have completed six years of schooling or less (31% of Hispanics compared to 5% of non-Hispanics.)

- The higher the family's socioeconomic status, the less likely a student is to drop out of high school.

- While dropout rates are higher for most minority groups, those from non-English language home backgrounds, and those from single-parent families, the majority of dropouts do not have these characteristics. Of all dropouts, 66 percent were white and 68 percent came from two-parent families.

- Students were more likely to drop out if they attended a public school, were enrolled in vocational or general programs, were overage for grade or had repeated a grade, missed school for reasons other than illness, and reported low grades. However, the vast majority of students having one or more of these characteristics did <u>not</u> become dropouts.

In short, research conducted by the federal government now confirms that dropping out of school is a complex phenomenon in which the background conditions arising from family, social and economic circumstances and school-related factors all contribute. This is a fact that people who work directly with youth realized a long time ago. First hand experience with Hispanic youth led ASPIRA's founders to develop programs that strengthen a student's skills and creates opportunities for success in school. At the same time, the organization actively promotes changes in school policies and practices which impede this success.

<u>Policy Recommendations</u>

Because of its relation to family background, the goal of enabling every child to reach his or her full potential cannot be reached without comprehensive social and economic

reform. Without these changes, the tendency for parents who are less schooled to continue to have children who are less schooled will persist. There are however, important changes which need to occur in the educational system that can contribute to reducing dropout rates.

The first and foremost need is for a renewed federal commitment to educational equity. This implies:

- Improved and expanded data collection and dissemination of information on Hispanic students. Larger samples of Hispanics are needed to ensure reliability of data reported and to allow analysis of differences between Hispanic subgroups. Data should include participation of Hispanics in federal programs, school enrollment and dropout rates for all levels of schooling.

- Requiring accountability of federally supported education programs and encouraging accountability of all educational institutions by closely monitoring student outcomes. This should include a range of achievement measures, dropout rates, and information about students' preparation for future workforce needs and/or higher education.

- Identifying and expanding programs with proven success in improving the educational opportunities and outcomes for Hispanic students, disseminating information on these model programs, and assisting the development of new programs.

- Encouraging and assisting young Hispanics to become educators: teachers, principals, school board members.

- Redoubling efforts to recruit Hispanics into policymaking positions in federally-funded institutions, agencies and programs.

- Providing financial incentives and other inducements to encourage states to move toward the adoption of more equitable school financing schemes. The disparity in per pupil expenditures within states must be addressed in order to improve all schools. If not, those who are property poor will be relegated to poor schools.

- Assisting Hispanic community-based organizations and institutions with a history of effective service to Hispanics to expand their services.

- Identifying and eliminating barriers to full participation of eligible Hispanics in federally sponsored education programs.

- Promoting, developing and maintaining literacy programs for adults with limited proficiency in the English language.

It is clear that changes in school policies and practices are needed in order to make schools more responsive to an increasingly diversified student population. To promote effective change, one critical element must be present: community involvement. The involvement of the Hispanic community is vital to ensure this responsiveness and to provide needed support to students and their families. Community involvement is key to effective intervention.

Community based organizations such as ASPIRA contribute in important ways to enhancing the potential of students to succeed in school. We facilitate the involvement of parents by mediating between the parents, the student and the school and often interpreting school policies. We work to increase the self concept, expectations, aspirations, skills and involvement of students in educational activities. We involve volunteers as mentors, role models, counselors and tutors. Community involvement should be a prerequisite to funding any program designed to reduce Hispanic dropout rates.

Thank you.

Chairman MILLER. Thank you very much.
Mr. Guerrero.

STATEMENT OF GILBERT GUERRERO, EDUCATION DIRECTOR, GUADELUPE CENTER, KANSAS CITY, MO

Mr. GUERRERO. Thank you for having the opportunity. About six years ago I was a talent search counselor at Westport Junior High School in Kansas City. My job was to get Hispanic kids to talk about going to college. I didn't have any kids coming into me. I wanted to figure out what was going on.

We started to look at some of the demographics of dropouts. One thing came out real obvious. It was a lot of the Hispanic dropouts. We are talking second, third generation. There was a big significant factor that a lot of them had been withheld early in their school years. We saw that as one of the most blatant things we could start working on.

We wanted to start doing dropout programs beginning at an earlier age. We wanted to start at kindergarten. So we started looking at some of the things. Some of the things we saw was that retention was very bad. Retention to a study that was done by Lauri Orr for the National Council of La Raza showed that kids that were retained psychologically suffered damage as if there was somebody that was lost in their family. There had been a death in the family, that emotionally damaged a lot of kids.

We saw that Hispanic kids were vastly more represented as not being at great level. So we started Academia del Pueblo in 1984. Kansas City has about 32,000 Hispanics, 80 percent of Mexican origin. Eighty-five percent are native born. We wanted to really start making a dent in that problem. Academia del Pueblo started with the kids being identified in kindergarten, in second grade.

We also didn't want to lower expectations just because these kids were doing poorly. Ms. Chavez said that her grandfather didn't have a diploma. Well, we say like in the 19th century the Germans could talk to the cows in German they would give milk, the Swedes to the corn, and they would grow. My grandfather could curse a spike on the railroad, and it would go, but our kids are facing computers, so in the Academia we started early. We are identifying kids in kindergarten.

We are starting to work with them in math, science and reading, providing them five and six hours of instruction a week. The important thing about Academia is before the child can be enrolled, the child must sign a contract, the parent must be involved, the parent has to go to parent training sessions. The parent has to do homework rules. The parent has to set aside at least two times a week for 15 minutes at the minimum to read with their child.

Over the last four years we have served 200 kids. In the reading program, we have seen two-year jumps in reading. Our kids are now computer literate. We are taking kids to colleges at fourth grade. We are intervening a lot earlier, and we are making a difference, and I am seeing that. One thing that I really think we made the most improvement is in our parents.

We weren't just going to train our parents and tell them they have to get involved and go to a school board meeting and attack

the school board. We trained them, we taught them what the desegregation plan was about. We told them about their rights. We told them about testing. We talked about nutrition. We talked about getting kids sleep, and we started mobilizing parents.

After a while they started going—they formed the Westside Education Task Force that started going to meetings, started making change. In Kansas City Hispanics are 4 percent of the school population. We are under a desegregation plan. We are the minority within the minority. That's not only in Kansas City, but in Milwaukee, Detroit, Chicago. We kind of get lost in the shuffle, and so we had to do stuff ourselves because the school district, for one thing, under a desegregation plan had a lot of things on their mind.

They didn't have time to concentrate on us. We couldn't afford to keep falling further and further into the hole. We started doing it. After the Immigration Reform Act, our immigrant parents started getting more and more involved, and in fact have almost taken over our advocacies program, and so the question—I really have some problems when I see immigrants are the reason for the problem, I really have because once they are motivated and once you start working with them, and it is not easy, you have to go out and get them, they start working, one thing like the school district here, family math, family reading, we also started that program.

We have made some big differences. We have. Our school was going to be closed. We got it reopened. We saved bilingual education in our neighborhood. We started Head Start in our neighborhood. It has all been done through the efforts of parents that were trained. One thing that is difficult for us is that the Guadelupe Center started these programs with no support from Government and really no support from the school district.

They felt that we were criticizing them or that maybe they weren't doing their job. Our thing was that we couldn't wait any longer, the longer we waited, the more we waited, the more and important we fell behind, so we started. Now, we got funding from the Gannett Foundation, we got funding from the neighborhood reinvestment corporation. It was all private funding.

We have developed our programs over the five years from the private sector, and basically it has been Hispanic on Hispanic. We have been working with our kids. That was good. If we didn't do it, nobody else was going to do it.

The problem is, though, when I look at Government to help us out, and it may not be a big thing now, though, but Government, we went, we took the initiative. We got the corporate response.

The problem is that that well is drying out once you get it started. They are willing to fund model programs and first year programs. They are not willing to keep you going. When I would have in my beginning year one or two grants that would run me the whole year, I have got to get eight, nine, ten grants to keep the program going. That really takes away time from the program.

Also Government, Department of Education, tends to look to the school districts to implement the programs or to find a model. I say widen your focus a little bit, look to the community-based organizations, look what's happening out there.

The National Council of La Raza has a national initiative called Project Excel that we were one of the first to start in the program. This fall we will have seven Academias across the country, in places like Falls Church, Virginia, Milwaukee, Oklahoma, Phoenix, Chicago. When I started Academia four years ago, I was just hoping to God it would not die in Kansas City.

It has proven itself. The programs are there. The problem is that we can start them, but we need help to keep them going. Thank you.

[Prepared statement of Gilbert Guerrero follows:]

PREPARED STATEMENT OF GILBERT GUERRERO, EDUCATION DIRECTOR, GUADELUPE CENTER, KANSAS CITY, MO

NO PUBLIC INSTITUTIONS - AND FEW PRIVATE ONES HAVE A GREATER IMPACT ON FUTURE OPPORTUNITY AND CAREER SUCCESS THAN SCHOOL. BETWEEN THE AGES OF SIX AND EIGHTEEN , AMERICAN CHILDREN SPEND THE MAJORITY OF THEIR DAYTIME HOURS IN A CLASSROOM. EARLY EDUCATIONAL SUCCESS OR FAILURE DICTATES TO A LARGE EXTENT A STUDENTS EXPECTATIONS FOR THE FUTURE, INCLUDING WHETHER HE/SHE WILL SEEK POST SECONDARY EDUCATION AND THUS WIDEN THE ARRAY OF CAREER OPTIONS.

FOR MANY LOW INCOME AND PARTICULARLY HISPANIC CHILDREN THE PATTERN OF UNDER EDUCATION BEGINS EARLY. MANY HISPANIC CHILDREN, BECAUSE OF LANGUAGE AND READING DIFFICULTIES, SOCIOECONOMIC FACTORS WHICH AFFECT EDUCATION, AND/OR INADEQUATE EDUCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS, FAIL ONE OR MORE GRADES. OFTEN THESE CHILDREN REPEAT KINDERGARTEN AND OTHER EARLY ELEMENTARY GRADES. AS A RESULT THEY ARE SIGNIFICANTLY OLDER THAN THEIR PEERS. AT EVERY GRADE LEVEL A LARGER PERCENTAGE OF HISPANIC CHILDREN ARE ENROLLED BELOW GRADE LEVEL THAN NON-HISPANIC CHILDREN, WITH APPROXIMATELY 10% OF HISPANIC CHILDREN AGED 18-13, AND ABOUT 25% OF THOSE AGED 14-20 ENROLLED BELOW GRADE LEVEL. JUST 5% OF WHITE, NON-HISPANIC CHILDREN 8-23 AND 9% OF WHITES 14-20 ARE ENROLLED BELOW GRADE LEVEL.

STUDIES HAVE SHOWN THAT SCHOOL DELAY IS PERHAPS THE MOST IMPORTANT DETERMINANT OF POOR STUDENT ACHIEVEMENT. THESE STUDIES AND STATISTICS EXCERPTED FROM THE LATEST NATIONAL CENSUS INFORMATION INDICATE THESE YOUTH FREQUENTLY EXPERIENCE DISCIPLINE PROBLEMS, BOREDOM AND LOW-SELF IMAGE AND RUN A HIGH RISK OF EVENTUALLY DROPPING OUT OF SCHOOL. FULLY ONE-THIRD OF HISPANIC YOUTH AGED 16-24 ARE HIGH SCHOOL DROPOUTS AS COMPARED WITH JUST 13.4% OF WHITE YOUTH. WHILE HISPANICS IN THE EARLIEST GRADES HAVE ACHIEVEMENT LEVELS SIMILAR TO THOSE OF NON-HISPANICS, SYSTEMATIC AND CONSISTENT DIFFERENCES TYPICALLY ARE ESTABLISHED BY THE FOURTH GRADE. BY THE EIGHTH GRADE HISPANICS ARE MORE THAN TWICE AS LIKELY AS WHITES (64.2%) AS COMPARED TO ALMOST 100% OF WHITES AND BLACKS. AFTER NINTH GRADE THE STATISTICS FOR HISPANIC DROPOUTS BECOME BLEAKER. ACCORDING TO STUDIES CONDUCTED BY THE NATIONAL COUNCIL OF LA RAZA THE HISPANIC DROPOUT RATE IS HOVERING AT 40%. IN KANSAS CITY, MISSOURI, THE ESTIMATE IS 45% TO 50% AT THE TWO SCHOOLS THAT PRIMARILY SERVE THE HISPANIC STUDENTS OF OUR COMMUNITY. THERE ARE A VARIETY OF REASONS WHY STUDENTS LEAVE HIGH SCHOOL WITHOUT RECEIVING A DIPLOMA. STUDIES HAVE SUGGESTED SEVERAL COMMON FACTORS WHICH IDENTIFY POTENTIAL HISPANIC DROPOUTS. SOME OF THESE ARE PERSONAL CHARACTERISTICS, SOME ARE CHARACTERISTICS OF THE SCHOOLS THEY ATTEND.

PERSONAL CHARACTERISTICS INCLUDE HIGH RATES OF ABSENTEEISM, LACK OF ACADEMIC SUCCESS, LOW PARENTAL INVOLVEMENT AND LOW SELF ESTEEM. BEING OVERAGE FOR HIS/HER GRADE ALSO APPEARS TO CONTRIBUTE TO A STUDENTS LIKELIHOOD TO DROPOUT. SCHOOL FACTORS INCLUDE LACK OF HISPANIC ROLE MODELS AMONG TEACHERS

AND OTHER SCHOOL STAFF, AND LACK OF APPROPRIATE PROGRAMS TO MEET LANGUAGE NEEDS.

IN 1985 THE GUADALUPE CENTER INC. IN COOPERATION WITH THE NATIONAL COUNCIL OF LA RAZA FORMULATED STRATEGIES TO ADDRESS THE PROBLEMS OF EARLY SCHOOL FAILURE. THE FIRST PROGRAM WAS THE ACADEMIA DEL PUEBLO. IT WAS DESIGNED TO ASSIST AT RISK AND GIFTED CHILDREN IN GRADES K THROUGH 4. LOCAL SCHOOLS IDENTIFIED THE PARTICIPANTS AND THE CENTER PROVIDED THE EDUCATIONAL SERVICES. PARENTS WERE REQUIRED TO SIGN CONTRACTS THAT REQUIRED THE ESTABLISHING OF HOMEWORK RULES, CHECKING OFF ON HOMEWORK AND OF SETTING ASIDE TIMES TWICE A WEEK TO READ WITH THEIR CHILDREN. THE PARENTS WERE ALSO REQUIRED TO ATTEND AT LEAST SIX PARENT SESSIONS A YEAR.

THE ACADEMIA WAS STARTED IN APRIL OF 1986 AND HAS SERVED APPROXIMATELY 200 CHILDREN. SINCE IT'S INCEPTION WE HAVE BEEN ABLE TO SEE IMPROVEMENT IN THE STUDENTS ATTITUDE A DECLINE IN ABSENCES AND ACADEMIC GROWTH. THE CENTER LEVERAGED CORPORATE SPONSORSHIP TO SUPPORT THE ACADEMIA READING COMPONENT THAT HAS RESULTED IN TWO YEAR READING JUMPS FOR THE PARTICIPATING CHILDREN. COMPUTER LITERACY AND MATH SKILLS HAVE ALSO IMPROVED AMONG THE ACADEMIA STUDENTS.

THE ACADEMIA IS A YEAR ROUND PROGRAM THAT SERVES STUDENTS IN GRADES K-4. STUDENTS ARE ASSISTED WITH THEIR READING AND ENGLISH SKILLS AS WELL AS OTHER ACADEMIC AREAS. THE STUDENTS RECEIVE 5 HOURS OF AFTER SCHOOL INSTRUCTION A WEEK. STUDENTS WITH SERIOUS READING PROBLEMS ARE GIVEN ADDITIONAL INSTRUCTION UP TO FOUR HOURS A WEEK WITH A MODIFIED ACADEMIC PROGRAM. THE PROGRAM ALSO PROVIDES LANGUAGE INSTRUCTION TO LIMITED ENGLISH SPEAKING STUDENTS. THE ACADEMIA MAINTAINS A TEACHER - STUDENT RATIO OF 15 TO 1. EACH TEACHER IS STATE CERTIFIED AND IS ALSO ASSISTED BY A HIGH SCHOOL OR COLLEGE PEER TEACHING ASSISTANT. SINCE THE PROGRAM BEGAN ALL HIGH SCHOOL PEER TEACHING ASSISTANTS HAVE GRADUATED AND ENTERED POST SECONDARY EDUCATION. TWO FORMER TUTORS WILL GRADUATE AS TEACHERS. ONE IN 1989 AND THE OTHER IN 1990. LAST YEAR THE ACADEMIA ALSO BEGAN OFFERING IN SCHOOL READING ASSISTANCE AND CAREER DEVELOPMENT COURSES TO OUR PARTNER SCHOOLS.

IT IS WITH THE PARENTS OF THE COMMUNITY THAT THE CENTERS EDUCATIONAL WORK HAS HAD THE MOST SIGNIFICANT IMPACT ON THE CHILDREN AND THE EDUCATIONAL FUTURE OF THE WESTSIDE. THE PARENT CONTRACTS MANDATED PARTICIPATION BUT TO INSURE IT THE CENTERS EDUCATION STAFF HAD TO VISIT EACH RECRUITS HOME. THESE MEETING HELPED TO FORM A BOND WITH THE PARENTS AND THE PROGRAM THAT HAS HELPED FACILITATE INTERACTION AND PARTICIPATION. THE FIRST COUPLE OF YEARS THE PARENT PROGRAM CONCENTRATED ON PRESENTING MONTHLY MEETINGS FOR PARENTS TO HELP THEM HELP THEIR CHILDREN IN SCHOOL AND EDUCATE THEM ABOUT THE SCHOOL SYSTEM AND THEIR METHODS. AS THE YEARS PROGRESSES WE SAW A GROWING INTEREST OF PARENTS TO GET INVOLVED. SHORTLY THERE AFTER THE CENTER WITH THE ASSISTANCE

OF THE PARENTS, BUSINESS AND COMMUNITY LEADERS THE WESTSIDE EDUCATION TASK FORCE WAS FORMED. THROUGH THIS GROUP MANY FOR THE FIRST TIME BEGAN FIGHTING FOR THE EDUCATION OF THEIR CHILDREN. THEY JUMPED FULL FORCE INTO ADDRESSING THE DESEGREGATION PLAN MANDATED FOR KANSAS CITY PUBLIC SCHOOLS. THEY CHALLENGED AND WON CONCESSIONS FROM THE BOARD ON SCHOOL SIZE, BUILDING LOCATIONS AND SCHOOL CLOSINGS. AFTER THE 1986 IMMIGRATION ACT WAS PASSED MANY MORE IMMIGRANT PARENTS BECAME INVOLVED IN THE GROUP ONCE THE EVERPRESENT FEAR OF DEPORTATION WAS LIFTED. THESE LIMITED ENGLISH SPEAKING PARENTS HAVE TAKEN THE LEAD MANY TIMES IN THE PAST 12 MONTHS TO WIN NEW EDUCATIONAL CONCESSIONS FROM THE DISTRICT AND THE COURT. THEY FOUGHT TO MAINTAIN THE HEADSTART AND BILINGUAL EDUCATION PROGRAMS IN THE NEIGHBORHOOD SCHOOLS. THEY FOUGHT TO HAVE LEARNING MODULES BUILT IN ORDER TO PROVIDE SPACE FOR BILINGUAL CLASSROOMS. THERE BIGGEST VICTORY HAS BEEN THE SCHOOL DISTRICTS CONSENT TO ADD A NEIGHBORHOOD SCHOOL TO THE DESEGREGATION PLAN. MANY OF THESE PARENTS HAD SERIOUS DOUBTS AND FEARS WHEN CONFRONTING THE DISTRICT AND COURT OFFICIALS. MUCH OF THESE FEARS BASED ON THEIR OWN LACK OF EDUCATION AND OR ENGLISH SKILLS. WITH THE SUPPORT OF THE PARENT PROGRAM AND THEIR FELLOW PARENTS REPRESENTATIVES MADE ELOQUENT AND POWERFUL PLEAS FOR THEIR CHILDREN AND THE FUTURE OF THEIR CHILDREN.

THE EMPOWERMENT ASPECT OF THE PROGRAM HAS INCREASED IT'S FOCUS EVEN FURTHER BY DEVELOPING EDUCATION PROGRAMS FOR THE PARENTS. IN MARCH, THE CENTER BEGAN THE FAMILY READING PROGRAM WITH THE ASSISTANCE OF THE NATIONAL COUNCIL OF LA RAZA AND THE U.S. DEPT. OF EDUCATION. THIS PROGRAM IS WORKING WITH LIMITED ENGLISH SPEAKING SKILLS TO IMPROVE LITERACY SKILLS AND LEARN ENGLISH. THE PROGRAM ALSO ENCOURAGES THE PARENT PARTICIPANTS TO DEVELOP IN ATMOSPHERE IN THEIR HOMES THAT PROMOTE LITERACY AND THE IMPORTANCE OF EDUCATION. THE PROGRAM WILL ALSO INTRODUCE PARENTS TO THE COMPUTER AND USE IT IN IT'S INSTRUCTION DESIGN.

THE GUADALUPE CENTER INC. IS NOT ALONE IN ADDRESSING THE EDUCATIONAL NEEDS OF HISPANIC CHILDREN. THIS FALL WITH THE ASSISTANCE OF THE NATIONAL COUNCIL OF LA RAZA 24 CITIES WITH COUNCIL AFFILIATES WILL START SIMILAR EDUCATION PROGRAMS. THESE COMMUNITY BASED ORGANIZATIONS HAVE DEDICATED TIME AND STAFF TO IMPROVE THE QUALITY OF EDUCATION OF OUR YOUTH. THE GUADALUPE CENTERS SUCCESS WITH THESE PROGRAMS HAS NOT BEEN EASY TO ACHIEVE. IT HAS REQUIRED A GREAT DEAL OF MANHOURS AND EDUCATION. THE GUADALUPE CENTER INC. AND ALL THE COMMUNITY BASED ORGANIZATIONS MUST AND WILL ALWAYS STRUGGLE TO KEEP THESE EFFECTIVE PROGRAMS FUNDED. MANY TIMES IT IS EASY TO GET FIRST TIME MONIES TO IMPLEMENT THE MODELS, THE DIFFICULT JOB IS THE SECURING OF MAINTENANCE FUNDING.

THE FEDERAL GOVERNMENT SHOULD ALSO MODIFY IT'S EDUCATIONAL OUTLOOK ALSO. THEY SHOULD INVESTIGATE FUNDING COMMUNITY BASED DROPOUT PROGRAMS AND WIDEN THE POSSIBILITIES FOR RECOVERY OF

OUR STUDENTS.

THE COMMUNITY BASED ORGANIZATIONS ARE NOT IN OPPOSITION OF THE SCHOOLS , BUT ONLY WANT TO HELP THEM DO AN ALREADY DIFFICULT JOB.

Chairman MILLER. Thank you.
Ms. Hargrove.

STATEMENT OF RANDI HARGROVE, EXECUTIVE DIRECTOR, BEXAR COUNTY WOMEN'S CENTER, SAN ANTONIO, TX, ACCOMPANIED BY OLIVIA E. RAMON

Ms. HARGROVE. Good afternoon.

I am Randi Hargrove. I am Executive Director of Bexar County Women's Center, San Antonio, Texas. Thank you for the opportunity to be here. I am pleased to share with you some of the things we do that impact lives in our community. Our community in San Antonio is on the west side and is largely Hispanic.

The Bexar County Women's Center was founded in 1977, and it is a private, not-for-profit organization. Originally, it focused on women's needs, but in the last few years we have moved increasingly to a family orientation. We serve women, husbands, children, entire families. Our clientele last year was 58 percent female and 42 percent male.

A majority of our clients are Hispanic, about 56 percent. About 34 percent are Anglo. The remainder is black and other.

The segments which I have mentioned very closely reflect the ethnic demography of the City of San Antonio. Each year we have about 30,000 calls for assistance. We receive and utilize some 10,000 hours of volunteer service, and it is through the volunteer service that we are able to respond to the needs of our community.

The volunteer persons are both—they are representative of the community as well, whether they are providing clerical skills, whether they are serving as role models in our Mi Carrera Program or in other areas. They pretty well reflect also the ethnic demography, both of our city and of our clientele. I would like to tell you some of the programs that we have that serve our community.

We believe first of all that we try to serve our community through counseling, employment, and education. One of our counseling programs is called A.V.E., a very gentle sounding name.

It serves men who batter their mates. The men are referred to us by their county courts in Bexar County, and they must pay for their intervention.

Intervention consists of therapeutic sessions of 12 weeks, two hours each week, and as I said the men must pay for these sessions, but it is here that they learn to accept responsibility for their behavior and to learn alternative methods that are more a appropriate to relationships. About 70 percent of our client population in A.V.E. is Hispanic.

Those courses are conducted for speakers of English only and also for speakers of Spanish only.

We like to focus on the employment because we think that the economic self-sufficiency of any person, of any citizen, is probably at the root of his or her well being.

We have one job training partnership program, on the job training, and we try to match the needs of the private sector and also the people who are looking for and who want a job.

As I said, it is a very small program, but we are pleased that of persons who were placed lasted year, over 85 percent of them were

still at work in a follow-up survey, so even though the number was small, we are pleased to know that the job is lasting.

We also have the largest dislocated worker program in the Alamo area. It is funded through Title III, of course, of JTPA.

With Texas economy reeling, more and more long-time dedicated workers are finding themselves unemployed and look to our dislocated worker program, whether it is for a quick reentry into the job market or whether they need retraining because their skills have become obsolete.

For larger layoffs, such as one that is going on right now, we take the program to the site. Particularly at Fort Sam Houston, where a layoff of about 600 people has just occurred, we have opened an on-site, full-service facility for those persons who will be looking for other employment.

Last year we placed about 400 persons into the job market through the dislocated worker program. In three months thus far this year we have served 500 people, so Texas is reeling, as indeed is the case in many places across the country.

For clients who come to us who have basic education needs, we focus on two areas—dropout prevention and literacy. I would like to tell you briefly about a program which was begun about five years ago called Mi Carrera.

Mi Carrera was established to provide young, disadvantaged Hispanic women opportunities to explore non-traditional careers with the ultimate goal being to keep them in school.

We provide these young women assertiveness training, self-esteem, decision-making experience, how to go through an interview, how to have a resume, and also to focus on, we hope, a non-traditional career. At this point we may just settle for focus on a career.

Recently Mi Carrera was expanded to include a program for middle school young women. We began to realize that perhaps if we waited until they were in high school, we were a little bit late.

The Pasadera components meet once weekly, and it is a group support activity to provide these same opportunities to young women who are in middle school. The drop out rate for Hispanic females in Texas is 43 percent. Last year for those young women who went through the Mi Carrera Program, the dropout rate was 9 percent. We try to find young Hispanic women to serve as role models for these young clients of ours and to expose them to a wider world of opportunity.

I would like to give you two examples of young women who have been in our Mi Carrera Program. One young lady was a former gang member. She now earns a successful living as a construction worker.

We also have a young woman who became a truck driver who, prior to her experience in Mi Carrera, that was not even a remote possibility.

We have some other young women who perhaps have not entered non-traditional employment but have, in fact, entered college or extended vocational training schools.

The other area in education that we focus on is literacy. This is a program that is primarily for adults. We do not turn youth away, but it is designed primarily for adults who cannot read.

It is funded by the Job Training Partnership Act. We utilize almost entirely volunteer tutors. They receive specialized training from a curriculum developed by the local community college district.

After their training they meet with the clients with whom they are appropriately matched, set their own schedules for twice a week, two hour sessions tutoring. When the clients reach the appropriate level, we like to refer them to adult basic education or GED preparation classes which are also held on site with us.

I am very pleased for you to hear from Ms. Olivia Ramon, who is one of our participants in the literacy program.

Ms. RAMON. Good afternoon. I ask the members to have patience with me. My name is Olivia Ramon. I am a wife, a mother of five children, and I am 42 years old. I have been wanting to learn how to read.

Excuse me.

Chairman MILLER. Don't be nervous. We are very, very relaxed on this committee. You just proceed in any manner in which you are comfortable. Don't worry about it, Olivia.

Ms. RAMON. Thank you.

Since I was in elementary school, kids always made fun of children that didn't know how to read. They would put you in rows, A, B, C, and D, and they would teach the A and B students first. We were the last ones because we were a lot slower. They didn't know how to give help to persons who were slow.

I got by because I had a good memory. Once I heard something, I remembered it. I used to think it would be so great to be an actor, and in a way, I became an actor, because I lied even to myself because I could not read.

Then a year ago, I learned about the literacy program at the Bexar County Women's Center. I called, and I was interviewed. I was JTPA qualified, and then was tested. I started on the program—words and more words. It was not easy for me. I felt like just quitting, but I didn't, thanks to God.

My tutor, Jeannie Kever, supported me 100 percent. I have learned to read, and the proof is that I am reading this to you. More proof is that last winter, I was able to write—I am sorry—a note to my youngest son's teacher. That may sound like a small step, but to me, it was a giant one.

Learning to read has made me be persistent. Next is my GED and maybe college. I have always hoped to have a business of my own, and I now have a family child care at home. I believe that children should be educated when they are small. Reading books on educating children has opened a new world for me. If I can help educate children now, it can help them when they start school.

I remember back then people were ignorant about illiteracy. But let us not be that way any more. The United States of America is a rich country in many ways, so let us be a smart country, with smart people.

Thank you.

Chairman MILLER. Thank you.

Ms. HARGROVE. If I may add to that briefly, every word of that was written by Ms. Ramon, which is a great accomplishment for her, and we are very proud.

I thank you very much for your patience in listening to us. It has been a very brief description of the services which we provide in Bexar County Women's Center, but we are pleased to share them with you. Thank you for the opportunity.

[Prepared statement of Randi Hargrove follows:]

PREPARED STATEMENT OF RANDI HARGROVE, EXECUTIVE DIRECTOR, BEXAR COUNTY WOMEN'S CENTER, SAN ANTONIO, TEXAS, ACCOMPANIED BY MRS. OLIVIA E. RAMON

Good Morning. Chairman George Miller, Congressmen Thomas Bliley and Lamar Smith and other distinguished members. Thank you for extending the invitation to appear before this Committee. I am Randi Hargrove, Executive Director of Bexar County Women's Center in San Antonio, Texas. I am pleased to share with you the ways by which our activities and services impact lives in our community.

The Bexar County Women's Center, founded in 1977, is a private, not for profit organization. Although focused on women's needs, no segment of the population is excluded from services. The Center has, indeed, moved to a family orientation. The design of our services to encourage healthily functioning families reflects the importance of family in Hispanic culture.

Our mission is to help women and their families grow toward economic and emotional self-sufficiency through counseling, employment and education. Located on the west side of San Antonio, our client population is fifty-eight (58%) percent female and forty-two (42%) male. A majority (56%) is Hispanic; 34% Anglo, 7% Black and 3% Other. These segments closely reflect the ethnic demography of our City.

Each year responses are made to 30,000 calls for assistance. We receive and utilize some ten thousand hours of volunteer services annually. Our volunteers also reflect the population in San Antonio. Whether providing skills for clerical duties, information and referral activities, serving as resource persons for Mi Carrera or tutoring clients in reading, forty-seven (47%) percent of volunteer services (about 400 hours per month) are given by Hispanics. These citizens are giving back to their community by practicing Bexar County Women's Center's philosophy of offering a hand up instead of a hand out.

Our clients are legion and their cries are all too familar throughout the land: the young wife and mother, bruised and beaten, bewildered and terrified for her life—terrified of leaving and worse, still, of staying; the husband who perpetrated the terror—sick of himself and knowing no alternatives; the loyal employee, after years of faithful service, finding himself unemployed; the fifteen year old young woman, pressed by friends to drop out and join them on crack street; the woman suddenly thrust into the role of breadwinner with no skills, no education and no idea of how support herself and her family; the adult who cannot progress any further in a job, because he cannot read.

COUNSELING

A.V.E.

Our unique program, Alternatives to Violent Emoting (A.V.E.) utilizes professional therapeutic intervention to help end the cycle of domestic violence. Men referred to the program by the courts must pay for the intervention where they learn to understand and accept responsibility for their violent behavior. In group sessions of ten each they learn to identify and control anger and develop more acceptable skills for personal relationships. By intervention rather than incarceration, A.V.E. saved the taxpayers of Bexar County over $168,000. in the last two years. An evaluation conducted by the District Attorney's office showed that of the one hundred nine men who completed A.V.E. last year, only one had a subsequent record of complaint or arrest. A.V.E. groups are facilitated specifically for speakers of English only and for speakers of Spanish only. The client population of A.V. E. is comprised of 70% Hispanic men.

EMPLOYMENT

OJT

On-the-Job training is a JTPA service designed to serve the needs of the business community and the client who needs and wants a job. Our program has helped employers and employees meet the demands of the workplace. After job readiness classes, the participant in on-the-job training is placed in a

private sector business for specific training by the employer. In this small JTPA program last year, half the 39 people place were Hispanic and the follow-up rate of employment is at 85.7%.

Dislocated Worker Center

The single largest service component at the Women's Center is the Dislocated Worker Center, funded through Title III of JTPA. The purpose is the quickest feasible re-entry in the labor force.

With Texas' economy reeling, more and more long-time, dedicated employees are finding themselves unemployed and look to our Dislocated Worker services to help them cope with a trauma they are unprepared to deal with. This program provides personal and career counseling services, classes in job search skills and job club and prepares the people as quickly as possible for another job. Supportive services and retraining for those whose skills have become obsolete will help make a brighter tomorrow. For larger lay-offs, we take the services to the site--as we are doing at Fort Sam Houston in the closing of the San Antonio Real Property Management Association. Here six hundred area residents have received notice of lay off and a full service office is now operating on the premises of Fort Sam Houston. Last year we placed 400 people back into productive jobs in San Antonio. Since July of this year, we have already served over 500 dislocated workers.

In part responsible for the success of this program, indeed, for all our services, is the individualized attention given to clients and their needs.

EDUCATION

For those clients lacking basic education, Bexar County Women's Center emphasizes two areas: drop out prevention and literacy skills.

Mi Carrera

Mi Carrera (My Career) was established to provide young, disadvantaged Hispanic women still in high school, opportunities to explore non-traditional career options and to obtain summer job experience. The purpose is to keep the young women in school by providing assertiveness trainin, self-esteem

building, decision making experience, interviewing techniques, resume writing and career goal planning. Recently, Mi Carrera expanded to include a component for young women in middle school called Pasadera (Stepping Stone). Pasadera is an on-site group support activity conducted weekly at Gus Garcia and Truman Middle Schools in the heart of the West Side.

The drop out rate for Hispanic females in Texas is forty-three (43%) percent; the drop out rate for Mi Carrera participants last year was 9%. By design, we seek young Hispanic career women to serve a role models for these clients, to expose them to wider worlds of opportunity and possibility.

One former gang member, now both a Mi Carrera and a high school graduate, earns a successful living as a contruction worker; several have gone on to attend college and others attend vocational training schools.

The success rate Mi Carrera enjoys is in part attributable to the self-esteem and self-image the young women build and in learning to focus on how to improve their economic self-sufficiency.

Literacy

Designed primarily for adults and funded by JTPA, the literacy program utilizes volunteer tutors who, after specialized training, are matched with a client and arrange their own schedules for one to one tutoring. Clients and tutors meet twice a week for two hours each meeting. Approximately half the tutors and half the clients are Hispanic.

The goal of this activity is to raise the reading level of participants one grade level in twenty-five weeks. Upon reaching an appropriate level, clients are encouraged to attend either Adult Basic Education or G.E.D. preparation classes, also held on site. In order to qualify for the service, applicants must meet JTPA income guidelines. How this program changes lives can more aptly be described by Mrs. Olivia Ramon, one of our participants.

(Testimony by Mrs. Ramon)

Good Morning. My name is Olivia E. Ramon. I am a wife, a mother of five children and I am 42 years old.

I've been wanting to learn how to read since I was in elementary school. Kids always made fun of the children that didn't know how. They would put you in rows - A, B, C, D - and they would teach the A and B students first. We were the last ones, because we were a lot slower. They didn't know how to give help to persons who were slow. I got by because I had a good memory. Once I heard something, I remembered it. I used to think it would be so great to be an actor and in a way, I became an actor, because I lied, even to myself because I could not read. Then a year ago, I learned about the Literacy program at the Women's Center. I called and was interviewed. I was JTPA qualified and then was tested. I started on the program. Words and more words. It was not easy for me. I felt like just quitting, but I didn't, thanks to God. My tutor, Jeannie Kever, supported me 100%. I have learned to read and the proof is that I am reading this to you. More proof is that last winter I was able to write a note to my youngest son's teacher. That may sound like a small step, but to me it was a giant one! Learning to read has made me be persistent. Next is my G.E.D. and maybe college. I had always hoped to have a business of my own. I now have a family child care at home. I believe that children should be educated when they are small. Reading books on educating children has opened a new world for me. If I can help educate children now, it can help them when they start school.

I remember back then, people were ignorant about illiteracy but let us not be that way anymore. The United States of America (U.S.A.) is a rich country in many ways. So let us be a smart country with smart people.

Representatives, thank you for your courtesy in listening to our very rapid description of the services we offer at Bexar County Women's Center and the changes which they make possible in human lives. This is how we offer a hand up instead of a hand out!

Thank you.

Chairman MILLER. Thank you to all of you for your testimony. You know, I guess the problem that continues to confront us is what I consider somewhat of a mismatch between resources and the problem, and that often is oversimplified in the notion that therefore, what you are really talking about, is additional federal money, but I think it is broader than that. But I wouldn't want to lead anybody for a second to believe that I don't think we should have additional federal money, much more federal money, but what each of you has demonstrated is a notion that there are very successful models, and one of the things this committee is about is to try to get policymakers aware of models that work at the local level.

And yet, Supervisor Vasquez, you talk about what you and Hispanic professionals have done in Orange County, in the mentor program, and Mr. Guerrero, your program in Kansas City that is now going to be replicated; and Ms. Hargrove, your program, and Ms. Rodriguez on the first panel, a program of tremendous success and fairly good longevity in terms of these programs, but yet, what we really see is that most of our resources continue to be funneled in a very formal system that if you had to grade it, is failing, and yet we continue to plug in, you know, billions of dollars into an education system that is failing many of the people that you are addressing, that is not providing either the interest nor the support for those young people to stay in the program, that shows them they can be a judge or a doctor or a professional person, or they can get a better job, own a home, or they can learn to read or they can aspire to higher incomes or professional life.

There is a mismatch here in terms of these resources. This isn't to condone it, but I don't find it to be a terribly illogical conclusion for young minority people to drop out of our school system. I don't find that—it is like people that I see run away from home—we investigate the home life. It is logical you would run away, and that troubles me, though. I mean, that really troubles me greatly, and I don't think we are going to solve this problem with volunteers.

We are going to find many wonderful examples of how we should be approaching it, but then how do we sustain it, I guess.

Supervisor VASQUEZ. I think we are fundamentally in a retooling process. On the local level, you know, one of the critical issues facing Orange County is the issue of prenatal care. What we have found is that prenatal care in the Latino culture, the Hispanic culture, be it Mexican, central or South American, is almost nonexistent. I mean, just the term, there is a lack of comprehension, what is prenatal care, why should I have prenatal care?

The system is retooling itself so that the message is made clear in the communities and in the barrios that prenatal care is important to the health of that child in the mother's womb, is important to the health and the welfare of that mother, and consequently, you know, there is a process that is changing.

I think the process is changing in public schools. If you will, the conventional PTA approach of punch and cookies does not work in the barrio because many of those parents and many of those households are struggling just to keep food on the table, let alone have the time to participate in those extracurricular activities. Yet the fact of the matter is that with some great margin of success, some

school districts have even retooled that process and are using a different approach into the Hispanic household to get the mom and dad to participate in the process.

I guess I would borrow from an old saying of old fire fighters, "It is not a matter of how much water you throw on a fire, it is how you throw the water." I think that is what it comes down to. We are judging the '90s, a lot of people said the decade of the '80s was the decade of the Hispanics, which suggested if you didn't do it in the '80s, it was all over, and that was the end of it. I think we are on the threshold of a very exciting transition, a recognition that we do have to retool the process if we are going to be successful.

I would not be so ignorant, sir, to deny to you that it is a daily battle because of diversity within the Hispanic community, be it Cubans, Central Americans, Puerto Ricans, South Americans. There is a diversity, that is a problem that is yet to be crystalized and identified for purpose of strategy, but I think what we are basically saying I think, in summary, what I have heard today is that we are going through a retooling process because now there is a growing and a continual recognition that in a Hispanic community, children in particular, are an important element, not only to the future of the Hispanic community but to the future of the economy of this country because they are going to constitute a very large percentage of the labor force in the future, and it is a future at stake for everybody.

Mr. GUERRERO. I would like to add one thing.

Mr. PACKARD. Would the Chairman yield for just a moment on that same point and then maybe panel members, as they address it, can be specific in this area. Have we determined—you see, most of this panel represents small, local or regional groups or agencies that are tailor made to serve a need within their area, Orange County, Texas, and Kansas City, Missouri, and other places. Are there some characteristics of the local programs that are going on, some of them very successful, that could be adapted to a national or a federal level?

I think that is where the chairman was concerned. How can we develop a federal strategy that will still be as successful as many of our local and regional strategies.

In other words, what are some of the characteristics of some of your programs that are working at the local level that would also work in a federal strategy or federal program.

Ms. HARGROVE. If I may respond to that, one characteristic of all of our programs, runs throughout, that tends to account for some of the successes that we have had is the individualized interaction between, whether it be a staff person or volunteer, and client. That is how I do see the marriage of federal dollars, and yes, we do need more federal—I don't mean my agency, I mean all of us who are attacking on this front—but it needs to be a marriage of federal dollars and volunteerism, because you don't have enough federal dollars to have an individualized interaction for all the people who need it.

Dr. PETROVICH. If I may, Aspira operates in five states and Puerto Rico, and the District of Columbia, so it is pretty broad. The services that we offer tend to be adapted to the local community, but there is also a core that is present in all of the Aspiras. I think

there are some things that you can legislate, but there are some characteristics of these programs that you can't, and what I tried to do in my testimony is identify some of those areas in which I think that there should be some legislation.

Certainly there are problems in the schools, and those have to be addressed. There are practices of which you have heard very personal stories here that are holding our kids back.

I think that through legislation you could strengthen the role of community organizations in educational programming because it is through the involvement of parents and the people in the community who feel what is wrong, that schools can be aided in developing programs that are effective.

A very important piece of any sort of legislation that you undertake is that parental involvement, that community involvement be built into any sort of programming that results from federal legislation.

Mr. GUERRERO. Council of La Raza's Project Excel initiative, several of the Academia's, there is going to be 24 cities this year that is going to implement a Project Excel. The Project Excel model has programs from elementary to recovery, and one thing that when we start a program was with the process of, if it works here, where we are going to get it or else.

What the council is doing is doing is a very strong evaluation piece, finding curriculums that are cheap for community based organizations, that can implement family math, family reading, those kinds of programs, so the council La Raza's initiative was based on the fact that hey, if it works here, let's get it going someplace else.

Once again, the problems is we can't get it started. The problem sometimes comes in keeping them going.

Mr. VASQUEZ. If I may add, Mr. Chairman, I think one of the common threads that I think binds everybody here, as well as some of the other witnesses that have testified today, is that if you listen to the titles of the program, like Aspira, Aspire, Mi Carrera, we talked about the Mentor program, Hacer—which is to do, I think what you see here is one of the common threads is the concept of the role model.

You can't underestimate that, because you are dealing with a community that for many generations and for many years, never had anyone in terms of a role model. You didn't have the Edward James Olmos who now are major actors, somebody that children and young people can look at and aspire to, and say I can be one of them, or Anthony Munoz, the huge lineman that plays in the NFL. There were years past where you never would have thought that you would have seen a man of his size in the line-up of an NFL team.

In the business, in science, and so on, and so forth, I think it is important to not underestimate the importance of role models that have lacked in the past that are now there for the present, and for the future. That is why they can have a very critical impact through our educational system, and that is why I think Mentor programs and role model programs are also very critically important in a very positive way to give some tangible evidence that you, too, can be a success.

Chairman MILLER. I am a little worried about Edward Olmos. When he came into my office the other day, he threw me out of my desk. He said he was tired of talking to white guys behind a desk. So he sat behind the desk and I sat on my couch, and he made me answer the questions. I don't like this business. It is all going a little too far at this point. [Laughter.]

I guess my concern is in Orange County, most people could not describe the makeup of your county, because they have a vision of Orange County which sort of stops at John Wayne Airport, and the county is so much more complex than that. Like my county. Contra Costa County has changed so dramatically, but what worries me about these programs is how do we make them—I mean, this is our problem to some extent, except that you have to live with the results, so I would like to have you in on the beginning.

You know, I don't think that most schools, and I mean the school, and even more so a school district for the most part really welcomes these kinds of programs, because I suppose that if Mrs. Ramon's parents were in that classroom and saw their daughter put into a line of desks and then sort of treated differently than others, they might have raised hell, and certainly she would today if she went into a school and saw one of her five children, you know, excluded from the opportunity to learn to read. But we both sit on the Education and Labor Committee. I have been on it for 15 years, and I don't get the notion that this is an establishment that will welcome all you people in.

Now, Mrs. Petrovich suggested a whole series of changes formally within that system that should take place to make it more compatible with educating better a higher number of Hispanic children, but you are right, what you offer is something that usually our education system cannot do, and that is you work with families and you look at the whole family, what else is going on in this family.

If somebody is beating the other parent, it may be that the kid doesn't show up for school, they are embarrassed or terrified or what have you, and somehow these problems have got to be dealt with.

It seems to me a place like Orange County is one of those communities where that has to take place in a sense, because the school system wasn't set up 25, 30, 40 years ago to deal with these kinds of problems. But now they exist in what is, as you pointed out, an increasing proportion of the county population.

That, I guess, is what Ron Packard and myself and others are figuring, how do you get that into the system, because we want to keep the kids in the system.

I love anecdotal evidence about dropouts who do well. The vast amount of evidence is that most of them don't do terribly well.

Dr. PETROVICH. If I may, Mr. Chairman, when Aspira started up 28 years ago, we had to push our way into the schools. They didn't want us there. But now we have schools calling us, because they want us there. Why? Because the amount of kids who are Hispanic in those school systems has increased so dramatically, but their ability to deal with them isn't any better than it used to be.

They see us as a way to help them, and in fact, we do. And there are schools that have a room in which sits an Aspira counselor

during school hours paid by Aspira with in-kind space donated by the school.

The school provides classrooms for us to have our students meet after school, in school clubs, so such a marriage does exist with some of our organizations, and such a thing is possible.

I think that particularly in cities which are feeling the pain of having some of their children drop out that this is a possibility and that it's happened before.

Chairman MILLER. Mr. Guerrero?

Mr. GUERRERO. There is a serious problem we haven't talked about too much is role models. One of the main, important role models is teachers. Only 2 percent of this Nation's teaching force is Hispanic. They are concentrated in very heavily Hispanic areas.

In the midwest, Kansas City, forget it, you are not going to see that many. We see it as a problem.

I know myself there is no counselors. When I was in high school, I was pretty much a straight A student. I went to my counselor. He said, Gilbert, you've got good grades; join the Air Force.

Thank God my leg got broken, and I couldn't go in. Otherwise, I would have been in the Air Force and not gone to college. But those people that are there who can make a difference aren't there.

In the midwest, our schools of education are 20 years behind. They are looking at us as if we just came yesterday, and we have been there since 1919 in Kansas City.

Our schools of education have to change with how they will be dealing with the changing classrooms. I think the most important thing we got out of academia is we took high school students and identified them to be peer tutors. At the same time, I indoctrinate them on the importance of education.

Next year, I have two of them coming back as teachers certified by the state.

Chairman MILLER. Mr. Packard?

Mr. PACKARD. I think the black community in America has been demanding more than perhaps their share of our society, dollars and programs at federal and local levels for the last 30 years.

It may be time, it may be past time for the Hispanics to really become a vocal group that says we want our fair share of programs and federal dollars. Not more dollars. I don't know that we can generate more dollars. But certainly, they have not received as much as a minority group as perhaps some of the other groups.

The concern that I have in relation to the question that we have already been looking at is, what kind of characteristics does a federal level program have to have, to attain the success that your local programs are having.

One of the real dilemmas, is that we tend to lose the flexibility, that our local programs have, as we develop the federal program.

If we cannot identify the specific characteristics that must be in a federalized program to tailor make it to local needs, then perhaps it would fail as often our federal programs do.

When I was raising my children, I struggled getting one of my sons to achieve Eagle Scout, which was a goal of our family. Finally, when he turned 15 and a half, and he was looking forward to a driver's license, I said, no driver's license until you become an Eagle Scout.

He didn't believe me at first, but we held to it, and after he turned 16, he quickly worked on Eagle Scout. I've notice in West Virginia that they have a program now, I think it is a law, that says no driver's license to an 18 year old who drops out.

I understand that within one year, they cut back their dropout rate to half of what it was. Now, will that work nationally? Would that work in Orange County? Would that work in other cases.

Ms. HARGROVE. That particular law was passed in Texas and went into effect September first. It is too early to tell, but I hope that it will have the same effect on cutting on the dropout rate. He or she cannot have a driver's license.

Mr. PACKARD. That is a pretty hefty arm twister, isn't it? Would it work in California where we rely so much on our cars?

Mr. VASQUEZ. The statistics that I saw last year, Los Angeles has the second largest Mexican population in the world, second only to Mexico City, it would be a tough law to enforce because you have a percentage of people who are here without documentation and have not applied for amnesty.

I guess the illustration I would use is a 15 year old who came over here on a train from Mexico and 36 months later he is a strung-out heroin addict with $150-a-day habit, never went to school and never really got into school, he is driving around, and all kind of similar stories are multiplied many thousands of times over.

As you have identified the automobile is such an important part of life in Orange County and Southern California in general that it would be a monumental enforcement problem, let alone that I don't know that it would be that effective.

Mr. PACKARD. I punished my wife more than my son when I wouldn't let him have his driver's license. He needed a chauffeur.

Also, Mr. Vasquez, you mentioned in your testimony that you have a unique—and it may not be all that unique, but it is working in our area program of adult education for the Hispanic parents particularly in language training.

Obviously, that is a very, very key area of growth and progress among our Hispanic community or any community for that matter.

Do you know how many of your adults attended language class in Orange County and how many of those were naturalized as a result of learning English that being a requirement of the naturalization process?

Mr. VASQUEZ. I don't have the specific numbers, but I can indicate to you that that is one of the major shortfalls in Orange County. When you have 150,000 people who apply for amnesty and one of the requirements is English class, as one of the previous speakers on the previous panel testified, we have the same situation, people are wrapped around buildings four or five times, trying to meet the requirements.

We don't have the classrooms nor the space nor the teachers to meet the demand; and whatever the numbers are, we are falling way, way short of what we need to process those individuals.

So as far as the English for purposes of naturalization on the English Reform Act, we are far, far short, because we don't have the space.

Mr. PACKARD. Our Supreme Courts have determined that it is not legal for schools to turn away children of school age. Would it be reasonable to also not only require or to enact our school systems say at the high school level for developing classes for parents, adult education? Would that be a reasonable approach? We do educate the children, but the parents sometimes need education just as badly.

Mr. VASQUEZ. I think if anyone needs a gauge of whether or not there is an interest in education, I think the response under the Immigration Reform Act to learn English is a clear indicator of the willingness under the right kinds of circumstances, if there is an incentive here. But the bottom line is that there is a will.

I think we have to market the program to adults and, of course, those—and I am not an expert on community colleges, but I am sure the community college system would talk about their overcrowding situation right now as it exists today.

We have to be prepared to deal with that should that occur.

Mr. PACKARD. Thank you, Mr. Chairman. I appreciate the witnesses testifying. I was particularly impressed with all your testimony and the great progress you have made in a special program.

Chairman MILLER. I don't know that we got legitimately diverted this morning or whether we were arguing something that really doesn't make a great deal of difference, and that is the question of whether people have not obtained a high school education—or dropped out, whether or not they were native born or whether they were foreign born. My thought was that our history would show that most of these people are going to remain here, and in all likelihood, we will count on them to participate in our economy.

Taking that all together, you state in your testimony that Hispanics drop out of school at a higher rate than any other ethnic group. Are you still comfortable with that statement after the testimony you heard this morning?

Dr. PETROVICH. Yes, definitely.

Chairman MILLER. So we are saddled here with a problem that essentially affects millions of young children with whether or not they are going to have the educational attainment. You know what I find interesting is that having dealt with the Immigration Reform Act, Congress is now considering the notion that if we cannot find skilled workers in this country, be they nurses or engineers or physicians or what have you, that we are now going to allow legal immigration from other countries to fill that, those slots.

I don't know if that is the right answer or not, but it strikes me as curious, the fact that when we have millions of children, be they Hispanics or blacks or Anglo children in this country, that if given the chance if they learn to read and participate and stay in school, that they, in fact, themselves may be able to fill the slots in the coming years.

I just am worried that policy makers are starting to factor into the equation Hispanic dropout rate, and rather than dealing with it, say we must bring in X number of people from West Germany or the Philippines or wherever to make up for that.

It may turn out to be one of the more interesting debates in this country. I think that clearly the Hispanic community has a great stake in that debate because if we are simply going to factor that in and decide that that is part of the burden that we carry in our economy, and the way to make up for it is the importation of legal immigrants, skilled individuals, I think we are going to have a serious, serious problem here with respect to certainly the Hispanic community and the other minority communities in the country that suffer this disproportionate dropout.

Dr. PETROVICH. In doing that, let's say that were the case, that the country counted on the fact that there were going to be a number who did drop out, I would like to remind this body that we pay for it. We pay for it up front, or we pay for it at the back end. We end up paying more on the back end in terms of students who drop out.

It is much cheaper to keep a kid in school and to have him graduate from high school than to deal with everything that comes after a kid drops out of school.

Dropouts are much more highly represented among the criminals in this country, among drug abusers, among people on welfare, among the unemployed, and all of this comes out of our pockets, too.

So, it is much cheaper to pay for the schooling of these kids than to pay to solve the problems that dropping out creates.

Chairman MILLER. You won't hear any argument from this committee.

Mr. PACKARD. I think, Mr. Chairman, you bring out an interesting point. The opportunity is still there for jobs. No segment of our society at least under the economic prosperity that we are enjoying here in this country now, is locked into low paying jobs.

We simply have to find a way for them to become competitive for the better jobs. The jobs are there, I think. And your point certainly, importing or opening the door to importing higher paid, to fill higher paid jobs than it is a matter of finding a solution to the complacency or the set of circumstances that keep them locked into a low paying job.

The jobs are waiting for them if they will just find a way to compete for them.

Chairman MILLER. Yes?

Mr. GUERRERO. The JTPA program is not serving our kids. The Hispanics in our community are working poor, and we are just barely above the guidelines so we don't even get into the programs meant to help our kids.

To me, that is an injustice. If you want to work for maybe minimum wage, you will be penalized for it.

In Kansas City, that is the biggest problem we have, getting our kinds served.

Chairman MILLER. Thank you very much for your testimony; and Ms. Ramon, thank you very much for your courage to come forward and testify on behalf of not only you but I think a lot of other parents and individuals who find themselves in the same situation and hopefully your courage will be an example to others.

I am sure we will benefit, but I know your five children will benefit by your actions.

So, thank you very much.
Thank you. With that, the committee will stand adjourned.
[Whereupon, at 1:30 p.m., the committee was adjourned.]
[Material submitted for inclusion in the record follows:]

Prepared Statement of Sara Rosenbaum, Karen Pittman, Luis Duany, of the Program and Policy Division, Children's Defense Fund, Washington, DC

The Children's Defense Fund (CDF) is pleased to have this opportunity to provide testimony regarding U.S. children of Latino origin. As we move toward the twenty-first century the overall health and welfare of all racial and ethnic minority children will become an increasingly pressing national issue. By the year 2030, the number of minority children will have increased by more than 52 percent; minority children will constitute 41 percent of our child population.

CDF is a national public charity which provides long-range systematic advocacy on behalf of children. We pay particular attention to the needs of low income and minority children and children with disabilities. Our goal is to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, suffer family breakdown, or get into trouble.

There are three reasons why CDF is particularly concerned about the lack of national attention to the needs of Hispanic children and youth:

1. Hispanic children are disproportionately poor.

The more than 6.6 million Hispanic children under age 18 in the United States include many of the nation's poorest children. Regardless of their specific ethnic heritage -- Mexican, Puerto Rican, Cuban, Central and South American and "other" Spanish -- Hispanic children are more likely (and for some subgroups far more likely) to be poor than are white non-Hispanics.

More than two-thirds of all Hispanic children under age 15

in the United States are of Mexican descent (3.9 million). An additional 751,000 (13 percent) are Puerto Rican. Puerto Rican and Mexican American children under 15 represented 33 percent of their subgroups populations in 1987, whereas children comprise only 22 percent of the American population in general. Not only are children overrepresented in these two Latino sub-groups, but their poverty rates are also extremely high: 38 percent of Mexican American and 57 percent of Puerto Rican children were living in families under the poverty level in 1987.

The differences among the various Hispanic subgroups in poverty rates, as well as in education and family structure, are often greater than the overall differences between white non-Hispanics and Hispanics. In 1986, for example, 25 percent of Mexican American families and 38 percent of Puerto Rican families had incomes below the federal poverty level compared to about 11 percent of all families. Cuban families, in contrast, had a poverty rate of 13 percent which was much closer to the non-Hispanic rate of 10 percent.

2. The American child population is becoming increasingly Hispanic. Over the next 40 years, the number of Hispanic children under age 5 is projected to increase by 74 percent, while the number of Hispanic children ages 5 to 17 will increase by 81 percent. By the year 2025 Hispanic children under age 5 can be expected to constitute 34 percent of all children in that age group -- up from 11 percent in 1987. Hispanic children ages 5 to 18 will comprise nearly 30 percent of all U.S. children that age,

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increasing from slightly more than 10 percent in 1987. Much of the growth will occur among the segments of the Hispanic child population most likely to be poor.

3. Hispanic children and youth lag behind whites and often blacks on many basic indicators. National data suggest that the most pressing reason to be concerned about Hispanic children and youth is that on every major indicator of well-being -- maternal and child health, education, employment -- this population of America's children is in dire need. Our testimony details three types of heightened risks faced by Hispanic children and youth from conception to adult employment and makes some broad recommendations for action.

LACK OF PRENATAL CARE AND HEALTH INSURANCE COUPLED WITH HIGH RATES OF EARLY CHILDBEARING PUT HISPANIC INFANTS AT RISK

Hispanic children are disproportionately born to mothers who have attained relatively low educational levels, who failed to receive early prenatal care or received either late care or none at all, who are very young, and who have no health insurance.

- Infant birth data from 23 states and the District of Columbia representing more than 90 percent of all Hispanic births in the U.S. in 1987 indicate that only 57 percent were born to mothers who had completed a high school education, compared to 85 percent of white non-Hispanic births and 68 percent of black non-Hispanic births.

- Educational attainment is one of the strongest predictors of women's use of maternity care. Thus, it is not surprising that a low proportion of Hispanic infants are born to mothers receiving early care, and a high proportion are born to mothers receiving either delayed care or none at all. In 1987, only 61 percent of all Hispanic births were to

mothers receiving early care, while 13 percent were to mothers receiving late or no care. This figure surpasses that for black non-Hispanic infants (12 percent).

- Within Hispanic subgroups, use of prenatal care varies considerably. Eighty-three percent of Cuban-American births (compared to 82 percent of white non-Hispanic births) were to women who began care early in pregnancy. However, the proportion of early-care births for all other Latino subgroups (who were far more likely to be poor) ranged from 57 to 66 percent, according to data from the National Center for Health Statistics. Similarly, 4 percent of Cuban American births -- a number identical to white non-Hispanic births -- were to mothers receiving late or no care. For Puerto Rican infants, however, the figure was 17 percent.

Hispanic children, while at relatively low risk for low birthweight, are at heightened risk for preterm birth, a condition associated with inadequate maternity care.

- With the exception of Puerto Rican infants, the proportion of infants of most Latino origins born at low birthweight is virtually identical to that for white non-Hispanic babies. In 1987, when 5.6 percent of white non-Hispanic births were low birthweight, the proportion for Hispanic infants other than Puerto Rican infants ranged from 5.7 percent to 5.9 percent. However, 9.3 percent of Puerto Rican births were low birthweight that year.

- Prematurity among Hispanic children, however, is elevated for many subgroups. While Cuban infants had a prematurity rate virtually identical to white non-Hispanic infants in 1987, (9 percent versus 8 percent, respectively), among Mexican-American infants 11 percent were born too soon, and Puerto Rican infants showed a prematurity rate of 13 percent (compared to 18 percent for black infants that year).

As with women as a whole, the growing trend of childbearing among unmarried Hispanic women places their children at increased risk of poverty.

- By 1987, childbearing among unmarried women had increased for both Hispanic and non-Hispanic women. Patterns varied by subgroup, however. In 1987 one-third of all Hispanic births were to unmarried women, compared to 14 percent of white births and 63 percent of black births. However, the proportions ranged from a low of 16 percent for Cuban births

to a high of 53 percent for Puerto Rican births.

Like those for black teens, birth rates among Hispanic teens are almost twice as high as those among white teens.

- In 1985, there were 82 births per 1,000 Hispanic 15-19 year olds, compared to only 43 among white teens and 97 among black teens. Not surprisingly, births to Latino teens account for a disproportionate number of all births to teens. In 1986, Hispanics comprised 9 percent of the teen population but 14 percent of all births to teens.

- In 1986, when 10.6 percent of white non-Hispanic births were to teens, 16.4 percent of all Hispanic births were to teens. However, there are wide subgroup differences. Among Cuban and Central and South American women, teenaged childbearing is lower than for white non-Hispanic women. However, the high rates for Mexican-American and Puerto Rican women approximate those for black women.

- Hispanic women under age 20 are more likely to have their children before age 18, thereby augmenting the risk that childbearing will interfere with school and later economic success. By the time they turn 18, 14 percent of Hispanic women have given birth -- a figure twice as high as white non-Hispanic women. By age 20, approximately 2 in 10 white teens, 3 in 10 Hispanic teens, and 4 in 10 black teens have given birth at least once.

- As with births to white non-Hispanic teens, approximately half of all births to Hispanic teens are to unmarried women. In 1986, when 48.6 percent of white births to teens and 90 percent of black births to teens were to unmarried women, 54.9 percent of Hispanic births to teens were to unmarried women. The overall Hispanic percentage hides wide differences among the Latino sub-groups. The proportion of teen births that were to unmarried teens in 1986 ranged from 77 percent among Puerto Ricans to 49 percent among Mexican Americans.

The high proportion of early childbearing among Hispanic women is further complicated by the fact that Hispanic teens and young adults are the most likely of all racial and ethnic subgroups to have no health insurance.

- Although accounting for about 10 percent of the youth population, Hispanic adolescents and young adults comprised 21 percent and 15 percent respectively of all uninsured adolescents and young adults in 1984. That year 30 percent

of Hispanic adolescents and 44 percent of Hispanic young adults were completely uninsured. Hispanic adolescents were 2.7 times more likely to be uninsured than white adolescents and 1.7 times more likely than black adolescents to be uninsured.

While the mortality rate for Hispanic infants appears to be equal to or lower than that for white non-Hispanic infants, serious problems of underreporting leave some of the numbers in doubt.

- Eighteen states and the District of Columbia supply mortality data on infants by ethnic origin. Included in this grouping are all states with major Hispanic populations except Florida. Despite their higher poverty rates, the infant mortality rate for all Hispanics was 8.0 per 1,000 births; lower than the white non-Hispanic rate of 8.6; half the black rate of 16.9. Puerto Rican infants, despite their poverty, had a mortality rate in 1986 that was identical to the white infant mortality rate for the reporting states.

These data may well stand as a beacon of hope amidst the other less encouraging statistics reported in this testimony. The National Center for Health Statistics, however, are certain that, there is considerable underreporting of infant deaths along the U.S. Mexico boarder.

It is possible, then, that the reported numbers from California, Texas, New Mexico and Arizona are quite low, suggesting that for Mexican American infants in particular, both fetal and infant deaths may be seriously underreported. In some Texas border counties, for example, the proportion of out-of-hospital births (which excludes births in certified birthing centers) is alarming high. The term "shoebox burial" is used in many of these counties to describe the burials of stillborn and dead infants whose existence was never reported.

MILLIONS OF HISPANIC CHILDREN, ONCE BORN, ARE FACING A CHILDHOOD OF GROWING IMPOVERISHMENT.

Hispanic children are extremely likely to be born to young families (those whose heads are under age 30). Thus, the growing economic plight of young families has affected Hispanic children particularly severely:

- Median earnings of young Hispanic family heads fell by 30 percent between 1973 and 1987, from $13,704 to $9,650 (in 1986 dollars). Hispanic dropouts heading young families suffered a 45 percent drop in real median earnings.
- Total median family income for young Hispanic families declined by 19 percent between 1973 and 1987. Again, the sharpest losses were experienced by young Hispanic families headed by high school dropouts (28 percent). As a result, the poverty rate for young Hispanic families soared from 24 percent in 1973 to 35 percent in 1987.
- More than one-half (53 percent) of all children living in young Hispanic families were poor in 1987. Children in young Hispanic families are more than twice as likely to live in poverty as children in young white families.

THE UNDEREDUCATION OF HISPANIC CHILDREN AND YOUTH PLACES THEM AND THE COUNTRY IN JEOPARDY

Prospects for rapid improvement in the economic status of Hispanic children appear grim because of their low educational attainment.

Hispanic students, more than blacks or whites, have poorly educated parents:

- In 1988, one third of the 6 to 11 year olds and more than 4 out of 10 (43 percent) of the 12 to 17 year olds lived with parents who have no high school education. At the same time, only 12 percent of black adolescents and 10 percent of white adolescents lived with parents who have never completed a year in high school. Research shows that parents' education is a very important factor in both student achievement and eventual high school completion and college enrollment.

Hispanic students, like blacks, are concentrated in central cities where the quality of schools is often poor.

- In 1986, 54 percent of Hispanic and 57 percent of black youth 18-24 lived in central cities compared to only 29 percent of whites. These youth have the lowest levels of high school completion (suburban youth of all races/ethnicities have the highest). Only 52 percent of inner city Hispanics have completed high school.

Hispanic students, perhaps even more than blacks, are attending segregated schools.

- In 1988, 30 percent of the students in elementary and secondary schools were minority. But 36 percent of minority youth were enrolled in schools that are 90 percent or more minority, and 54 percent were enrolled in schools with an enrollment 70 percent or more minority. Only 14 percent of minority students are in predominantly non-minority (70 percent or more) schools. Segregated schools are known to be disproportionately underfunded and to lack the resources necessary to give their students a competitive education.

- The percent of Latino students attending predominantly minority schools increased from 57 percent in 1972 to 72 percent in 1986.

Hispanic students leave school at alarming rates.

- 3.2 million students of all races left school in 1987 -- 2.7 left with diplomas, 550,000 left without. Among whites, there were 2 dropouts for every 10 graduates. Among blacks, 3 dropouts for every 10 graduates. **Among Hispanics, there were almost 6 dropouts for every 10 graduates.** Hispanic students comprised 7 percent of 1987's high school graduates but 18 percent of 1987's high school dropouts.

Hispanic youth lag far behind whites and blacks in attainment.

- Fewer than 6 out of 10 (58 percent) Hispanic 18 to 24 year olds have high school diplomas compared to more than 7 out of 10 blacks (73 percent) and 8 out of 10 whites (80 percent).

- Like their parents, Latino youth often lack not only a high school diploma but any high school education: according to the National Center on Educational Statistics' report of 1988 dropout data, 3 out of 10 (31 percent) of the 16 to 24 year old Hispanics who lack a high school diploma have 6th

grade educations or less (compared to 5 percent of non-Hispanics). One-third of these non-high school graduates had completed between seven and nine years of schooling. Thus, only the remaining one-third (34 percent) were within two years of completing high school compared to 6 out of 10 (59 percent) non-Hispanics. Research strongly suggests that dropouts who were close to completing high school are much more likely to eventually attain a degree than those who were several years away from completing.

Hispanic students, like blacks, lag behind whites in achievement.

None of America's youth are performing well at a time of growing need for well-educated workers, but black and Hispanic students --even though a growing proportion of the student population -- are clearly not being prepared for tomorrow's market:

- Hispanic and black 17 year olds have reading, math, and science skills roughly comparable with those of white 13 year olds.

- White, Hispanic and black youth have comparable basic reading and math skills and science knowledge, but there are differences in more advanced skills. Hispanic and black students lack these skills in large part because they are not exposed to the necessary math and science curricula given the non-academic programs in which many of them are tracked.

Hispanic students, like blacks, are underrepresented in academic tracks, gifted and talented programs, and advanced math and science courses.

- Hispanic and black students are only half as likely to be enrolled in gifted and talented programs as are white students. In 1986, 5.4 percent of whites, compared to 2.4 percent of both blacks and Hispanics, participated in these programs.

- In 1980, only 27 percent of Hispanics, compared to 33 percent of blacks and 40 percent of non-Hispanic whites, were enrolled in academic tracks in high school.

- While there are no racial or ethnic differences in the percentage of high school students who take "some math", the types of math course taken by each group show some sizable differences. Among 1987 high school graduates, only 30 percent of Hispanics and 32 percent of blacks, compared

to 52 percent of whites, took Algebra II. Only 10 percent of blacks and Hispanics--compared to 21 percent of whites--took trigonometry. Similarly striking statistics come out of analyzing which types of science courses were taken by each racial and ethnic group.

Those Hispanics who do graduate from high school are much less likely than whites to attain advanced degrees.

- Only 30 percent of the Hispanics (21 percent of the blacks) who graduated from high school in 1980 had attained any post-secondary degrees or licenses by 1986, compared to 40 percent of whites and 50 percent of Asians.

- Over the six-year period, Hispanic high school graduates were less likely than either black or white students to enroll in any post-secondary courses. (41 percent of Hispanics, 36 percent of blacks, 31 percent of whites, and 10 percent of Asians never enrolled).

- One of the chief factors behind students' decisions about college enrollment and eventual attainment is family poverty. By 1986, 37 percent of the 1980 seniors who came from families with high socio-economic status had attained a bachelor's degree or more, compared to 7 percent of those from low-income families. Among Hispanics, 18 percent of the 1980 seniors from high-income families had attained a bachelor's degree by 1986, compared to 5 percent of the low-income students.

- Within each socioeconomic group, however, Hispanic seniors had the lowest college attainment rates. Among 1980 seniors of high socio-economic status for example, 46 percent of Asians, 40 percent of whites, 26 percent of blacks, but only 18 percent of Hispanics, had college degrees in 1986.

In large part because of their low educational attainment, the employment prospects for young Hispanics are bleak.

- Fewer than two-thirds of all young Hispanic men (ages 20-29) who had dropped out of high school or graduated without going on to college were employed year-round in 1986. Only slightly more than half worked full-time throughout the year, a substantial drop from 1973 employment levels.

- The proportion of young Hispanic men who reported no earnings during the entire year jumped sharply from 7 percent in 1973 to 10 percent in 1986.

- Hispanic dropouts, like their white and black counterparts, have been hard-hit by the loss of high-paying manufacturing jobs in the U.S. economy. In 1973, 32 percent of all young Hispanic men (ages 20-29) held jobs in manufacturing industries; by 1986, only 21 percent held such jobs.

- In large part as a result of the disappearance of manufacturing jobs, average annual earnings for young Hispanic men fell by 23 percent, from $13,825 in 1973 to $10,649 in 1986.

RECOMMENDATIONS

While Hispanic children and youth are concentrated in a small number of states (90% of the Hispanic population are located in 9 states), the improvement of their health, education, employment and earnings status requires a strong national commitment. The data presented in this testimony leave little room for doubt that the needs of Hispanic children, youth and families must be addressed.

- Hispanic women and children must have greater access to health care. The low utilization of prenatal care services by Hispanic women is clearly traceable to their lack of health insurance and to their disproportioanate location in areas with few or no health providers. Low prenatal care utilization rates are only one indicator of the larger problem of the underutilization of general health services by Hispanics. Miami and Houston, two of the cities with the greatest childhood immunization problems, are cities with large Hispanic populations.

- Recent community-based efforts to address the adolescent pregnancy problem among Hispanics must be reinforced and redoubled at all levels. The low educational attainment of young Hispanic mothers and fathers will require special attention if we are to help these young families achieve an adequate standard of living. The educational provisions of the Family Support Act offer both an opportunity and a vehicle for reengaging these young parents in school if appropriate educational programs are developed.

- The undereducation of Hispanic children and youth must be addressed immediately. Hispanic children must be fully represented in early childhood education programs --

programs that have been proven effective at giving poor and minority youth an educational head start. They, like other minority students, must have access to schools that have adequate resources, are fully staffed and run with a clear commitment to helping all students achieve. Hispanic students, like other minority students, particularly poor minority students, must be exposed to the same curricula. Hispanic students' achievement scores cannot be expected to increase if they are disproportionately shunted into intellectually deadening classes and tracks. Lack of fluency in English cannot be used as an excuse to deny Hispanic students academically challenging instruction.

- The incomes of young Hispanic families must be improved. Given the low educational levels of many Hispanic youth, this goal will only be achieved through a combination of education, skills building and income support. Hispanic youth must be pulled into job training programs like JTPA in greater numbers. The new interest in addressing the training needs of non-college bound youth must take into account the fact that many Hispanic youth lack both high school diplomas and <u>any</u> high school education.

PREPARED STATEMENT OF ILA R. PLASENCIA, ADMINISTRATIVE ASSISTANT, SPANISH SPEAKING PEOPLES COMMISSION, DES MOINES, IA

I WANT TO THANK THE COMMITTEE ON CHILDREN, YOUTH AND FAMILIES FOR GIVING ME THIS OPPORTUNITY TO TALK ABOUT MY FAVORITE SUBJECT - THE HISPANIC FAMILY. ONE OF THE MOST INTERESTING FACTS ABOUT THE HISPANIC FAMILY IS THAT - THE FAMILY IS VERY DIVERS AND COMPLEX. WE COME FROM DIFFERENT ECONOMIC AND SOCIAL ENVIOREMENTS AND THIS MAKES US UNIQUE AND CONJURES ALL SORTS OF STERO TYPES. THEREFORE, WHO IS THIS MEXICAN AMERICAN, THIS LATINO, THIS HISPANIC AND WHAT DOES THE HISPANIC CULTURAL CONSIST OF. . . . WELL I'M HERE TO TELL YOU THAT THE 'FAMILIA' - THE FAMILY IS VERY IMPORTANT - IN FACT THE MOST IMPORTANT FACTOR IN THE LIFE OF THE HISPANIC.

FOR EXAMPLE - THERE ARE FAMILIES THAT ARE POOR AND A FEW THAT ARE WEALTHY: THERE ARE FAMILIES WHERE SPANISH IS THE EXCLUSIVE LANGUAGE SPOKEN IN THE HOME AND OTHERS IN WHICH IT IS NEVER SPOKEN. I WAS VERY FORUNATE TO BE RAISED IN A BI-LINGUAL HOME WHERE WE SPOKE BOTH ENGLISH AND SPANISH. WHEN I HAD MY OWN HOME WE SPOKE ENGLISH WITH VERY LITTLE SPANISH. WHICH MY FOUR CHILDREN TO THIS DAY FEEL CHEATED. THERE ARE FAMILIES WHO TRACE THEIR ANCESTRY BACK TO THEIR

SPANISH FOREFATHERS AND OTHERS WHO TRACE THEIR ANCESTRY BACK TO THEIR MAYAN, TOLTEC OR AZTEC FOREFATHERS. IN SUM, THERE IS NO STEROTYPE MEXICAN AMERICAN FAMILY PATTERN BASED ON ONE UNIQUE TRADITIONAL CULTURE. TAKING ALL THIS INTO CONSIDERATION LETS GET TO SOME TRADITIONAL MEXICAN AMERICAN FAMILY VALUES AND PATTERNS. AND I HOPE THIS WILL SERVE AS A BEGINNING TO UNDERSTAND THE MANY COMBINATIONS AND BLENDS OF CULTURE THAT CONSTITUTES THE MEXICAN AMERICAN FAMILY PATTERNS. THE FAMILY IS LIKELY TO BE THE SINBLE MOST IMPORTANT SOCIAL UNIT IN LIFE. IT IS USUALLY AT THE CORE OF OUR THINKIN AND BEHAVIOR AND IS THE CENTER FROM WHICH OUR VIEW OF THE REST OF THE WORLD EXTENDS. EVEN WITH RESPECT TO IDENTIFICATION OF ONES SELF IS LIKELY TO TAKE SECOND PLACE AFTER THE FAMILY. FOR EXAMPLE, AN INDIVIDUAL IS SEEN FIRST AS A MEMBER OF THE 'FAMILY' BEFORE THEY SEE THEM SELVES AS AN INDIVIDUAL. SO BEFORE HE/SHE OBTAINS HIS/HER SELF ACCEPTANCE, THEY SEE THEMSELVES AS A REPRESENTATIVE OF THEIR FAMILY.

AS MOST OF YOU ALREADY KNOW, AND AS THE MEDIA KEEPS REMINDING US THAT THE HISPANIC IS THE FASTEST GROWING MINORITY GROUP. THERE ARE 19.4 MILLION HISPANICS LIVING ON THE MAINLAND U.S. THIS YEAR - 34% INCREASE FROM 1980, ACCORDING TO A REPORT RELEASED BY THE CENSUS BUREAU IN SEPTEMBER OF 1989, AND THE MEXICAN AMERICANS NOW NUMBER OVER 12.1 MILLION AND COMPRISE 62% OF ALL U.S. MAINLAND HISPANICS.

THE HISPANIC FAMILY STRUGGLES ARE NO DIFFERENT THAN THE REST OF SOCIETY FACES AND THEN SOME. I CALL THIS THE "THE THREE 'E' BARRIER", WHICH STAND FOR THE EMPLOYMENT BARRIER, THE EDUCATION BARRIER, AND THE EQUALITY BARRIER. ACCORDING TO THE 1980 CENSUS THE HISPANIC FEMALE WAS RANKED AT THE BOTTOM OF THE ECONOMIC LATTER. AND NEAR THE BOTTOM ON NEARLY EVERY MEASURE OF THE SOCIO-ECONOMIC SUCCESS THAT HAS BEEN UTILIZED BY THE EXPERTS. BUT YOU WILL FIND IN THE 1990 CENSUS WE ARE MAKING SOME STRIDES TO CHANGE THIS SITUATION, BUT WE STILL HAVE A LONG WAY TO GO.

HERE IS ANOTHER ECONOMIC FACTOR.....LETS TALK ABOUT THE SINGLE PARENT IN THE HISPANIC COMMUNITY. THE NUMBER OF DIVORCED HISPANICS MORE THAN DOUBLED FROM 1970 TO 1988, ACCORDING TO A U.S. CENSUS BUREAU REPORT RELEASED SEPTEMBER 1, OF THIS YEAR. DURING THAT 18 YEAR PERIOD THE FIGURE CLIMBED FROM 61 TO 1,000 INTACT MARRIAGES TO 137. THE NUMBER OF HISPANIC CHILDREN LESS THAN 18 YEARS OLD LIVING WITH A SINGLE PARENT WHO HAD NEVER MARRIED SHOT UP FROM 226,000 IN 1980 TO 672,000 IN 1988, A 195% INCREASE. WE ARE NOW SEEING THE TRADITIONAL HISPANIC FAMILY , AS WE ONCE KNEW IT, SLOWLY ERODING.

CURRENTLY WE HAVE MORE HISPANIC FEMALES GRADUATING FROM HIGH SCHOOL AND ENROLLING IN POST-SECONDARY EDUCATION TO OBTAIN THAT DEGREE, BUT WE ARE STILL FINDING IT VERY DIFFICULT IN "LANDING THAT JOB". WHEN APPLYING FOR THAT JOB AFFIRMATIVE ACTION DOES NOT AND

WILL NOT HELP THE HISPANIC UNTIL WE CAN EDUCATION THOSE INDIVIDUALS WORKING IN HUMAN RESOURCES. THEY MUST UNDERSTAND THAT MINOIRTY INCLUDES HISPANIC, NATIVE AMERICANS AND S.E. ASIANS AND NOT SYNONYMOUS WITH BLACK. AND UNTIL WE EDUCATE THOSE THAT CONTROL THE HIRING WE WILL CONTINUE TO BE AT THE LOW END OF THE ECONOMIC LADDER.

HISPANIC FEMALES WHO PARTICIPATE IN HIGH SCHOOL SPORTS ARE MORE LIKELY THAN THEIR NON-ATHLETIC COUNTER PARTS TO OBTAIN BETTER GRADES, STAY IN SCHOOL AND GO ON TO ATTEND FOUR (4) YEAR COLLEGES, ACCORDING TO A REPORT RELEASED AUGUST 15 BY THE WOMEN'S SPORT FOUNDATION. THIS IS ONE WAY TO COMBAT THE DROP OUT ISSUE WHICH CONTINUE TO PLAGUE OUR COMMUNITY. MANY OF THE NATION'S ELEMENTARY SCHOOL CLASSROOMS ARE FILLING UP WITH HISPANICS. MOST OF THE NATION'S COLLEGES ARE NOT. THE PIPELINE LEAKS BADLY. FOR EVERY 1,000 HISPANIC CHILDREN WHO ENTER THE EDUCATIONAL SYSTEM, ONLY 70 GRADUATE FROM COLLEGE. HISPANICS ARE THE LEAST LIKELY OF THE THREE MAJOR U.S. RACIAL/ETHNIC GROUPS TO BE ENROLLED IN POST-SECONDARY EDUCATION. BY 2020 U.S. HISPANICS ARE EXPECTED TO NUMBER 47 MILLION AND BECOME THE NATION'S LARGEST RACIAL/ETHNIC GROUP. THE ECONOMIC AND SOCIAL CONSEQUENCES OF AN UNDER EDUCATED HISPANIC POPULATION WILL BE SIGNIFICANT. HOW ARE WE TO COMBAT THIS SITUATION? TEACHERS, SCHOOL COUNSELORS ALONG WITH PARENTS NEED TO INSTILL THE DESIRE AND CONFIDENCE INTO OUR YOUNGSTERS. THE HISPANIC MOTHER AND FATHER WANT THEIR CHILDREN TO BE SUCCESSFUL JUST LIKE ANY OTHER PARENT. BUT THE HOME AND FAMILY CANNOT DO IT ALONE. THE SCHOOLS MUST HELP.

FINANCIAL AID FOR POST-SECONDARY EDUCATION IS VERY IMPORTANT AS THERE ARE VERY FEW WHO CAN AFFORD TO STAY IN SCHOOL WITH IT. THERE IS A BIG EFFORT TO RECRUIT HISPANICS TO ATTEND OUR COLLEGES AND UNIVERSITIES BUT WITHOUT FINANCIAL AID THIS WILL BE LIMITED TO VERY FEW.

WE NEED MENTORS, ROLE MODELS, COUNSLORS, TEACHERS, PRINCIPLES, ADMINISTRATORS ALL THE POSTIVE FACTORS THAT GO ALONG WITH SUCCESS. THE HISPANIC BRINGS A GREAT WEALTH AND A PROUD HERITAGE TO THE AMERICA AND THE HISPANIC IS VITAL TO THE GROWTH OF THIS COUNTRY THEREFORE, THE DOORS MUST BE OPENED FOR EMPLOYMENT, FOR EDUCATION AND SOCIAL JUSTICE IF WE ARE TO PROSPER AND GROW.

ILA R. PLASENCIA,
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The National Council of La Raza's

HISPANIC INITIATIVE ON LONG-TERM POVERTY

The Economic Status of Hispanics: Overview — **Contact: Julia Quiroz**

Income

- The income gap between Hispanic families and non-Hispanic families is growing. From 1982 to 1987, the median family income of Hispanic families fell from 68% to 64% of non-Hispanic median family income. Hispanic median family income was $20,306 in 1987 compared to $31,610 for non-Hispanic families. (*Hispanic Population*, 1988)

- Hispanic families are recovering from the 1982 recession more slowly than non-Hispanic families.

  - Since 1982, the bottom of the last recession, the real median family income of Hispanic families has risen by only 6.9%, compared to the 12.3% experienced by non-Hispanic families. (*Shortchanged*, 1988)

  - The real median family income of Hispanic families rose from $19,106 in 1982 to $20,306 in 1987, but never reached its 1978 level of $21,891. (*Money Income and Poverty*, 1983 and 1988)

- The income gap between Hispanic and non-Hispanic men was wider in 1987 than it was in 1982. In 1987, Hispanic men's median income equalled $13,394, compared to non-Hispanic men's median income of $20,303. In other words, for every dollar earned by non-Hispanic men, Hispanic men earned only 61 cents -- ten cents less than the proportion 5 years earlier: In 1982, Hispanic men earned 71 cents for every dollar earned by their non-Hispanic counterparts. (*Hispanic Population*, 1988)

- The income gap has also increased between Hispanic women and non-Hispanic women. In 1987, the average Hispanic woman earned $8,549, or 81.6% of non-Hispanic women's earnings. In 1982, Hispanic women's earnings equaled 91% of non-Hispanic women's earnings. By 1987, that percentage had fallen to 81.6%. (*Hispanic Population*, 1988)

- Hispanic married-couple families have a lower median income than either Black or White married-couple families. In 1987, Hispanic married-couple families had a median income of $24,677, compared to $27,182 for Blacks and $35,295 for Whites. Hispanic married couples earned 70 cents for every dollar earned by Whites; For Blacks, this ratio was 77 cents for every dollar. (*Money Income and Poverty*, 1988)

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- In 1987, 13.8% of Cuban Americans were poor, as were 18.9% of Central and South Americans, and 26.1% of Other Hispanics. (*Hispanic Population*, 1988)

- In 1987, Hispanics families were about 2 1/2 times more likely than non-Hispanic families to be living in poverty. In 1987, about 1.2 million of the 4.6 million Hispanic families (25.8%) were living below the poverty level. For non-Hispanic families, 10.8% were living below the poverty line in 1987. (*Hispanic Population*, 1988)

- Hispanic families were just as likely to be living in poverty in 1987 as they were at the height of recession in 1982. Although the proportion of non-Hispanic families in poverty fell from 10.4% to 9.7% between 1985 and 1987, the poverty rate for Hispanic families has remained virtually the same as the 1982 rate of 25.8%. (*Hispanic Population*, 1988)

- Hispanic families who are poor have fallen deeper into poverty in recent years. The average income of poor Hispanic families fell $4,043 below the poverty line in 1978. By 1987, the average income of a poor Hispanic family had fallen even further, to $4,775 below the poverty line. (*Shortchanged*, 1988)

- Among married-couple families, Hispanics have the highest poverty rate of any racial or ethnic group. In 1987, among married-couple families, Hispanic's have a higher poverty rate (10.1%) than either Blacks (12.3%) or Whites (5.2%). (*Money Income and Poverty*, 1988)

- Poverty rates are particularly high among Hispanics without a high school diploma. In 1987, 36% of Hispanic adults (25 and over) who had not completed high school were poor, as were 33% of Hispanic family heads who had not completed high school. Among Hispanic groups, over half of all Puerto Rican families and one-third of all Mexican-American families headed by a non-high school graduate lived below the poverty level in 1987. (*Falling Through the Cracks*, 1988)

- Poverty is highest among Hispanic women raising children alone. In 1987, 70.1% of single, female-headed households with children lived below the poverty line, compared to 45.8% of White families and 68.3% of Black families. (*Money Income and Poverty*, 1988)

*In 1987, the official poverty threshold was $11,611 for a family of four, with adjustments for different family sizes.

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HISPANIC INITIATIVE ON LONG-TERM POVERTY

The Economic Status of Hispanics: Children **Contact: Julie Quiroz**

Hispanic Youth

- The number of Hispanic children is growing faster than any other population group in the U.S. From 1985 to 2000 there will be:
  - 2.4 million more Hispanic children;
  - 1.7 million more Black children;
  - 483,000 more children of other races; and
  - 66,000 more White, non-Hispanic children. (*Vision*)

- In March 1988, one-half of the Hispanic population was under the age of 25. Among non-Hispanics, this median age climbs to nearly 33. Different Hispanic populations also had different median ages: the median age for Mexican Americans was 23.9, 24.9 for Puerto Ricans, 38.7 for Cuban Americans, 27.6 for Central and South Americans, and 29.7 for Other Hispanics. (*Hispanic Population*, 1988)

Poverty

- An alarming number of Hispanic children live in poverty. In 1987, 2.7 million Hispanic children were poor. Moreover, the number of poor Hispanic children grew by 211,000 from 1986 to 1987. (*Money Income and Poverty*, 1988)

- From 1978 to 1987, poverty among Hispanic children rose dramatically. In 1978, 27.2% of all Hispanic children were poor. By 1983, this proportion had grown to 38.2% and has remained high throughout the 1980s. In 1987, 39.6% of all Hispanic children were poor -- nearly two in every five. The poverty rate for very young Hispanic children was even higher. In 1987, the poverty rate for Hispanic children under 3 was 42.3%. (*Money Income and Poverty*, 1988)

- Young families with children have been among the hardest hit by poverty. In 1986, the poverty rate among families with children with a head of household under 30 was 40.1%, compared to 22.3% of Whites and 53.8% of Blacks. In 1973, the young Hispanic family poverty rate was 28.2%. (*Vanishing*, 1989)

- In a trend that parallels the general population, poverty is highest among female-headed households with children. In 1987, 70.1% of Hispanic female-headed households with children were poor, compared to 68.3% of Black families, and 45.8% of White families.

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HISPANIC INITIATIVE ON LONG-TERM POVERTY

The Economic Status of Hispanics: Women **Contact: Julie Quiroz**

Income, Earnings, and Poverty

- Hispanic women have lower incomes than any population group in the country. In 1987, Hispanic women working year-round, full-time had a median annual income of $14,893, compared to $16,211 for Black women and $17,775 for White women. (*Money Income and Poverty*, 1988)

- Despite these low incomes, Hispanic women make an increasingly important contribution to Hispanic family incomes. For example, without Hispanic married-women's incomes, the 1987 median income for Hispanic married-couple families would have been about 27% lower, compared to 19.3% lower in 1983.(*Money Income and Poverty*, 1983 and 1988)

- The incomes of Hispanic women raising families alone are extremely low. In 1987, the median income for Hispanic women raising families alone was $9,805, compared to $9,710 for Black women and $17,018 for White women. In 1987, Hispanic women raising families alone made up 23.4% of all families and 47% of all poor families. (*Money Income and Poverty*, 1988)

- Only 31.1% of Hispanic women raising families alone have full-time, year-round employment. However, the median income of these full-time workers ($19,760 in 1987) is significantly higher than that of Hispanic female-headed households overall. This median income is higher than that of Black women ($19,249), but substantially lower than that of White women ($25,066). (*Money Income and Poverty*, 1988)

- In 1987, Hispanic women's median income equaled 83.4% of Hispanic men's income and 54.2% of White men's median annual income. (*Money Income and Poverty*, 1988)

Employment

- In 1987, 39.8% of Hispanic women with children under 3 held paid jobs. For both Black and White women, this figure was over 50%. Over sixty percent of Hispanic mothers of children between 6 and 17 worked in the paid labor force, compared to over seventy percent of both Black and White mothers. (Wider Opportunities for Women, 1989)

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HISPANIC INITIATIVE ON LONG-TERM POVERTY

The Economic Status of Hispanics: The Working Poor Contact: Julia Quiroz

- Hispanics -- particularly Mexican Americans -- are overrepresented among the working poor. In 1987, Hispanics made up 7% of all families with an employed head of household, but 17% of such families that were poor. Among families with a head of household that worked 50 or more weeks, Hispanics were 6.8% of the total population but 20.2% of the poor. (*Money Income and Poverty*, 1988)

- A substantial proportion of poor Hispanic families have a working head of household. In 1987, nearly half (47.8%) of poor Hispanic families had a head of household that worked. Over 22% of poor Hispanic families had a head of household that worked 50 weeks or more. (*Money Income and Poverty*, 1988)

- Even with both spouses working, Hispanic families' median income is very low. In 1987, half of Hispanic families with both spouses working had a weekly income of $627 or less, compares to $666 or less for Black families and $820 for White families. (*Falling Through The Cracks*, 1989)

- Hispanic women hourly workers are more likely than other women to be earning poverty or near-poverty wages: In 1988, 31.7% of Hispanic women hourly workers made $4.50 an hour or less. For Black women, the proportion was 29% and for White women, 26.8%. (National Women's Law Center, 1989)

- Despite these low incomes, Hispanic women make an increasingly important contribution to Hispanic family incomes. For example, without Hispanic married-women's incomes, the 1987 median income for Hispanic married-couple families would have been about 27% lower, compared to about 19% lower in 1983. (*Money Income and Poverty*, 1983 and 1988)

- In 1987, 32% of Hispanics lacked any type of public or private health insurance, the highest proportion of uninsured for any major racial or ethnic group. While Medicaid is meant to be available for the very poorest Americans, the uninsured are largely the working poor. From 1980 to 1987, the proportion of uninsured Hispanics grew more than any other group. At the same time, the proportion of Hispanics covered by Medicaid also increased. This means that large proportions of Hispanics fell into or very near poverty during that seven-year period. (HILT Newsletter, Winter, 1989)

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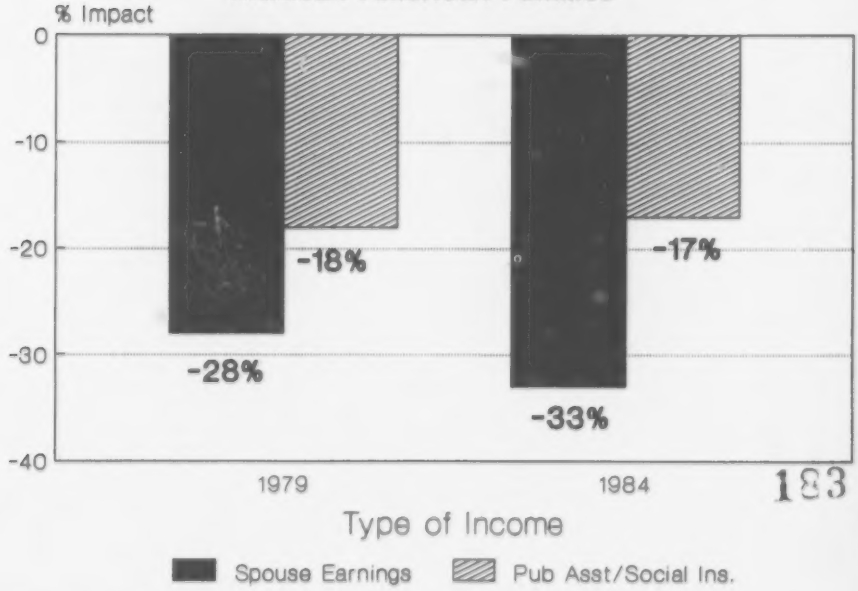
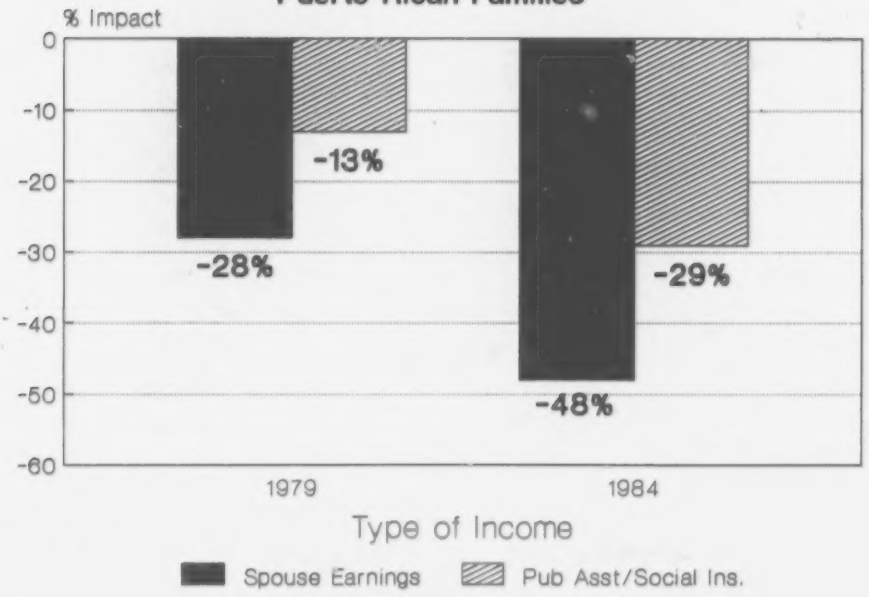
1. Impact On Poverty Rates: Spouse Earnings, Public Ass't, Social Insurance Mexican American Families



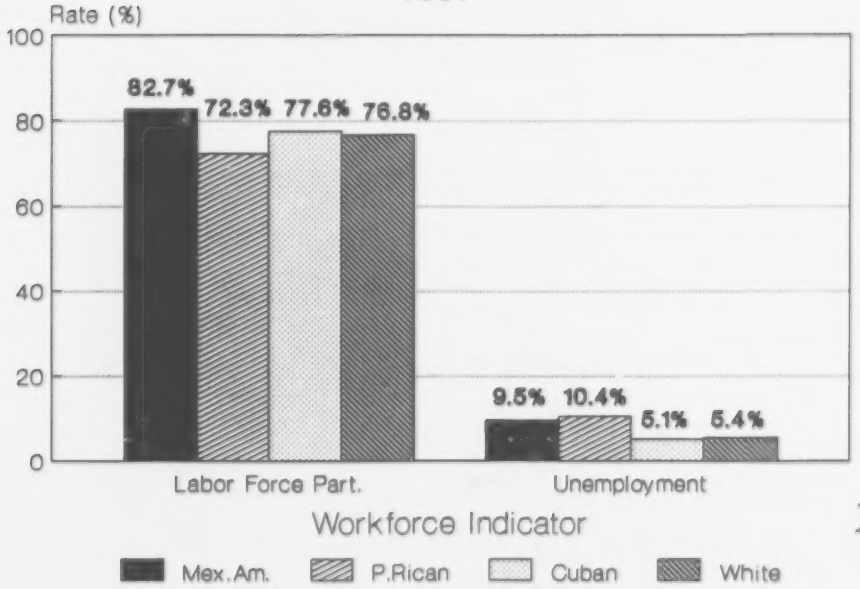
Source: Jensen and Tienda, 1987

2. Impact On Poverty Rates: Spouse Earnings, Public Ass't, Social Insurance Puerto Rican Families



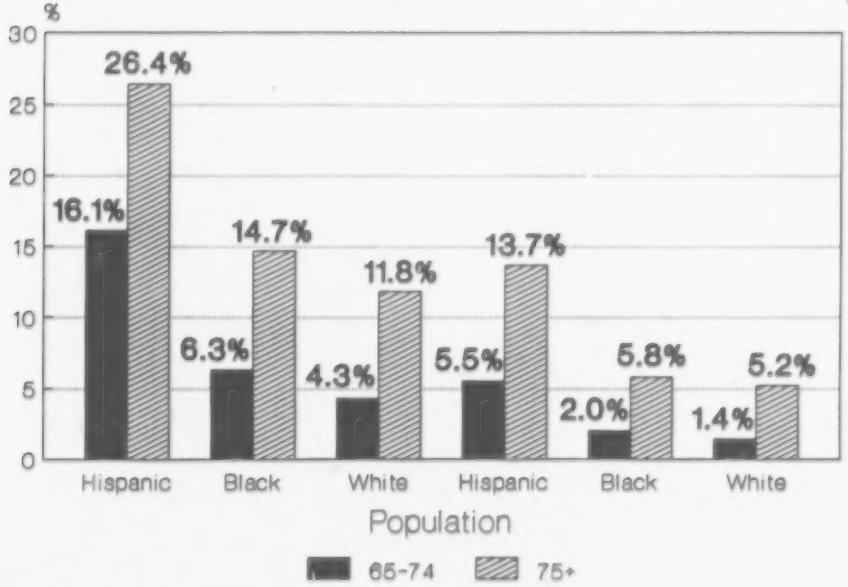
Source: Jensen and Tienda, 1987

3. Hispanic Males Labor Force Participation & Unemployment 1987



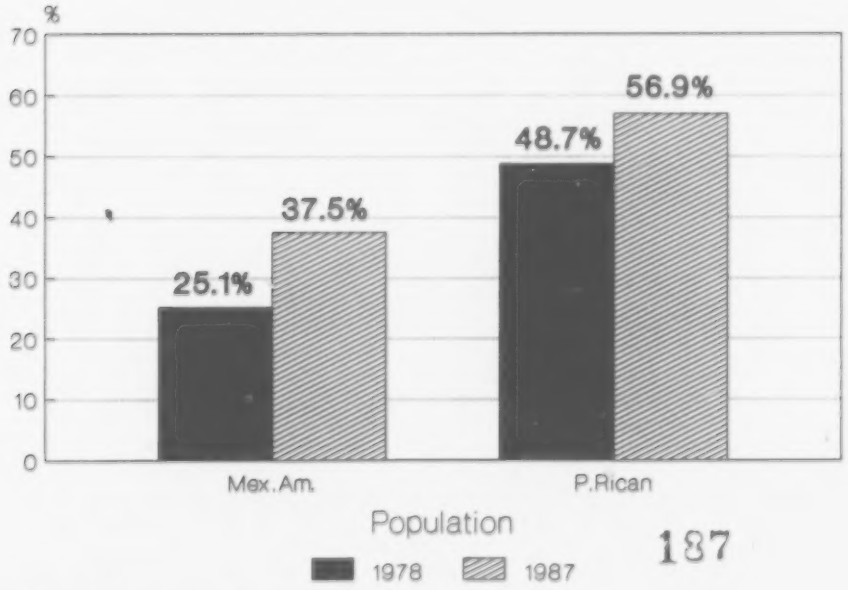
Source: Statistical Abstract, 1989

4. Elderly Who Live With Their Children's Family 1980



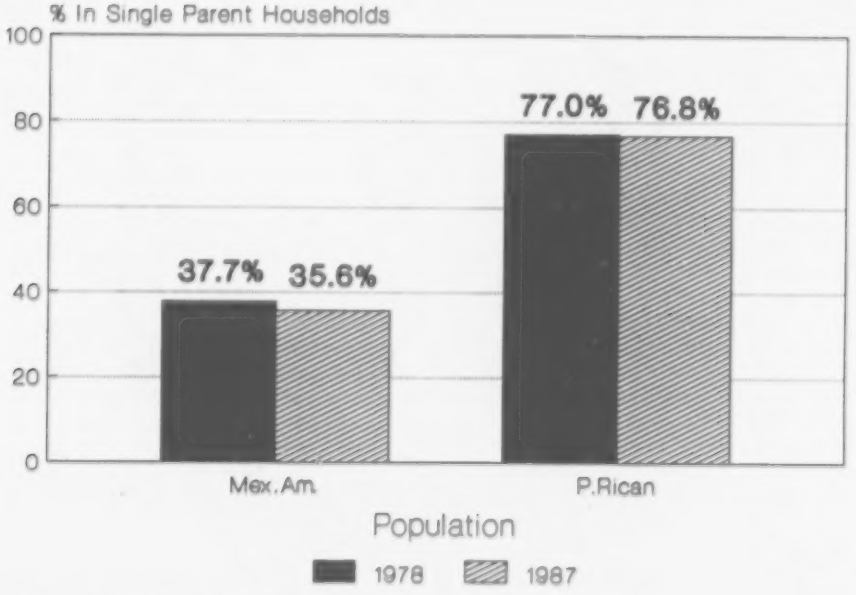
Source: La Raza, 1988

5. Poverty Rates: Mexican American & Puerto Rican Children, 1978, 1987



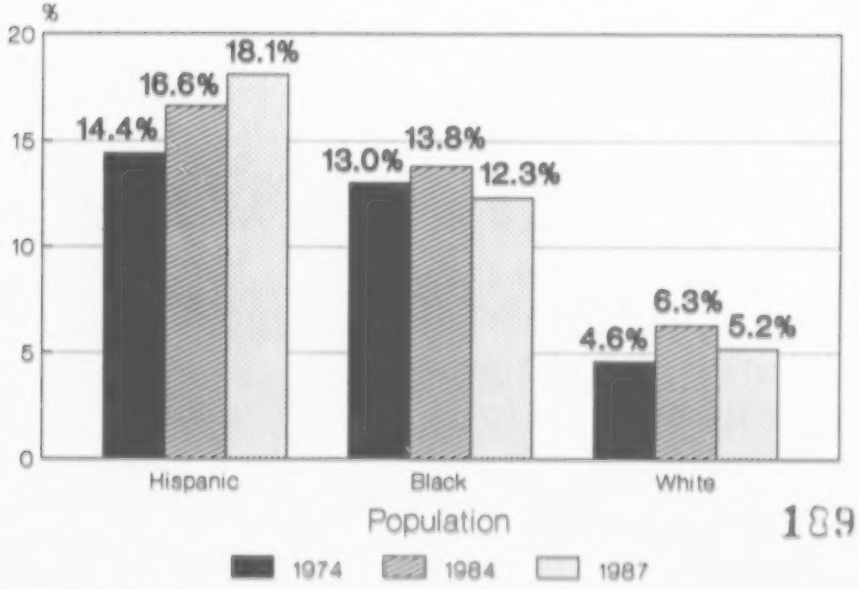
Source: Census, P-60, No. 163, 1987

6. Proportion of Poor Hispanic Children In Single Parent Households, 1978, 1987



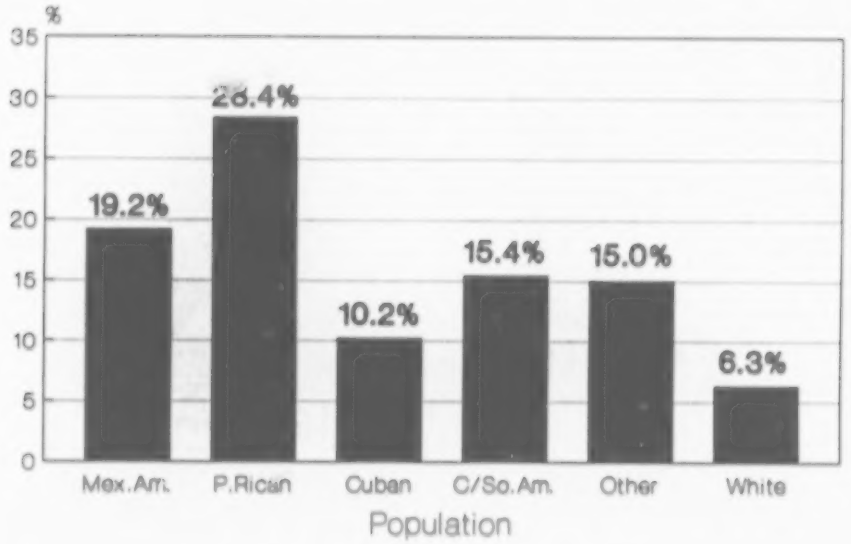
Source: Census, P-60, No. 163, 1987

7. Married-Couple Families
Poverty Rate, 1974, 1984, 1987



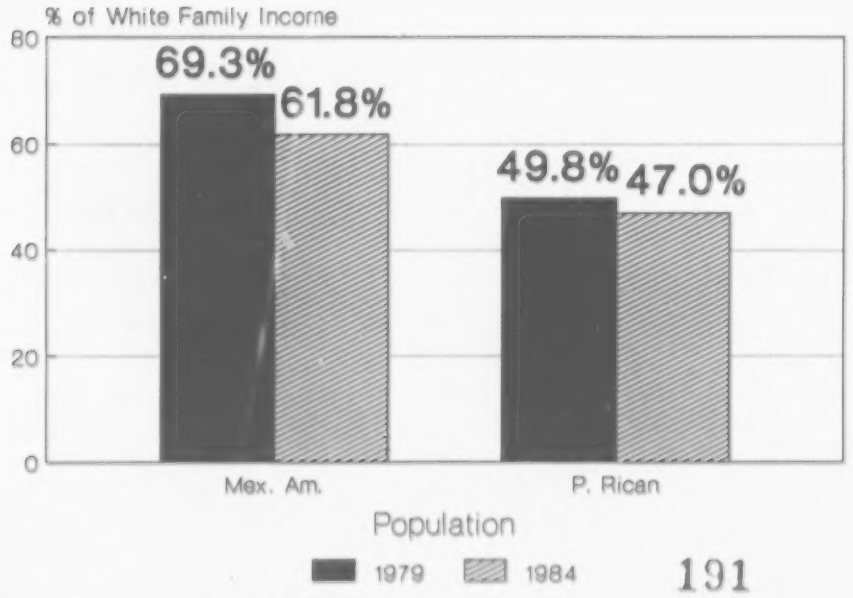
Source: Census, P-60, No. 163, 1987

8. 1980 Poverty Rates: U.S.-Born Hispanics, Whites (Overall)



Source: Bean and Tienda, 1988

9. Growing Income Gap, 1979, 1987
Hispanic/White Family Income



Source: Bean and Tienda, 1988; 1988 CPS